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ABSTRACT

This guide presents a rationale for quality foreign language programs and examines what might constitute a quality foreign language program. The following questions are discussed: reasons for foreign language study, kind of student and type of instruction necessary, objectives and application of FL study. The articulation of the foreign language program is also discussed, with particular reference to the foreign language teacher, the nature of language, and the problems involved in language teaching and learning. This is followed by a description of minimal course content in French, Spanish, and German. Appendices contain information on teacher resources and techniques. Appendices A through D include: "Teacher Self-Diagnostic Test," "Encouraging Foreign Language Study," "Individualizing Instruction," and "Ideas for Incorporating 'Culture' in the Foreign Language Classroom." Appendix E, "Variety in the Classroom," contains practical suggestions for games and other activities such as jokes and cartoons, and Appendix F lists proverbs and quotes in French, Spanish, and German. Finally, addresses are provided for obtaining information and supplemental materials for French, Spanish, German, Latin, and Russian. These cover pen pals, cultural services, classroom games, journals, songs, films, tapes and recordings, and overseas travel, study, and employment. (AM)

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FOREIGN LANGUAGE PROGRAM FOR IDAHO PUBLIC SCHOOLS

IDAHO STATE DEPARTMENT OF EDUCATION

Approved

by the Idaho State Board of Education

March 6, 1975

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Tolerance

The most lovable quality anyone can possess is tolerance. It is the vision that enables one to see things from another's viewpoint. It is the generosity that concedes to others the right to their own opinion and their own peculiarities. It is the bigness that enables us to let people be happy in their own way instead of our way.

(Author unknown)

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PREFACE

One way educators in the State of Idaho can prepare our youth to become articulate, informed, and concerned citizens is to provide foreign language study that is practical, meaningful and enjoyable. Thus, it becomes an important mission of the public school system to offer such opportunities.

An effective foreign language program must be unified by common goals from elementary school through graduate school. For this reason, the committee members who prepared this guide were selected from foreign language teachers serving in the public schools and our colleges and universities.

Grateful appreciation is expressed to the members of the Curriculum Guide Committee for their invaluable assistance in preparing this guide.

Alvin Buzzard	College of Idaho
Jan Enzler	Boise High School
Claire Major	Gooding High School
Mauricio Mixco	Idaho State University
Darylanne Rader	Nampa High School
Olga Rippel	Central Jr. H. S., Idaho Falls
Dr. Elizabeth Stevenson	University of Idaho
Audrey Wellman	Kellogg High School
Terry Bastian	State Dept. of Education (1970-1973) Foreign Language Teacher Capital H.S., Boise at present

FOREWORD

As the cost of education increases, so does public concern increase about how public funds are being used. Each area of the curriculum is undergoing close examination to determine its relevance in preparing today's student for what many people choose to call the "real" world.

Today, we must accept the fact that the teaching of foreign languages in our school systems is becoming increasingly important and necessary. As never before in the long history of mankind, the increasing complexities, issues and problems of our world underline the critical need for greater understanding and cooperation among peoples and nations. The children who are in school now will be the international citizens of tomorrow. They must be able to communicate effectively and directly with other people all over the world.

This guide has been prepared to present a rationale of quality foreign language programs for all Idaho students who express an interest in discovering other people and their language. Examining what might constitute a quality foreign language program is the central theme of this publication.

ROY TRUBY
State Superintendent of
Public Instruction

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TEACHING A FOREIGN LANGUAGE

CHAPTER I

IN SEARCH OF QUALITY FOREIGN LANGUAGE PROGRAMS

To discuss the components of a quality foreign language program, parents, teachers and administrators must answer some fundamental questions.

The Questions

1. Why Should Idaho Students Study a Foreign Language?
2. What Kind of Student Should be Encouraged to Learn a Foreign Language?
3. How Long Should the Foreign Language Sequence Be?
4. When Should the Study of Foreign Language Begin?
5. What Can Students Reasonably Expect to be Able to Do As a Result of Their Foreign Language Experience?
6. What Are Some Instructional Objectives for the Study of Foreign Languages?

WHY SHOULD IDAHO STUDENTS STUDY A FOREIGN LANGUAGE?

Students in the State of Idaho should consider the study of a foreign language for its contribution to liberal education as well as for its practical use. The student who acquires a second language acquires a new channel of communication, and in the process discovers new avenues of thinking and develops an insight into the thoughts and feelings of non-English speaking people. These insights form the foundation on which the student will build his powers of understanding and tolerance of people unlike himself.

The student who has successfully penetrated another culture through its language develops a better understanding of his own culture. He becomes aware of the relativity of much of what otherwise seems absolute. He is like the sailor plotting his course--he now has two points rather than one from which he may calculate the achievements and contemplate the problems of humanity.

In addition, the student will gain a better understanding of the nature of human language, its limitations and its potential. Sapir & Whorf give this rationale for foreign language study: the native language determines how a person views the world; the mono-lingual person is unaware of his mental entrapment; thus, the American who grows up speaking only English is never conscious of how thoroughly his ability to think is circumscribed by the way his language compels him to structure his thought.[1]

Explaining why a student might seriously consider learning another language, William Riley Parker tells us that the study of a foreign language creates an awareness of the limitations of monolingualism. It is only through the contrast of one's own language with a foreign tongue that a person gains real understanding of his own language; and with this understanding, students improve their ability to express themselves.[2] A third or fourth language is considerably less difficult because the student is more aware of how languages are learned.

If the student continues his work in foreign language and progresses satisfactorily, he will find that skill in foreign language has many practical advantages. There are numerous positions open today in government and business for educated young people who also have a foreign language proficiency. A background in foreign language is often a distinct asset as a secondary qualification. Expanding relations with other countries of the world indicate an increasing need for people with proficiency in foreign language, both at home and abroad.

In addition to the universal reasons why all students should consider the study of foreign language, there are specific reasons for Idaho students. The most obvious reason relates to the considerable Mexican-American influence in the state. Mexico is our nearest neighbor where English is not the basic language. Students should know as much as possible about the country, the people, the language, and about their fellow Americans whose heritage is Mexican. Strong Spanish language programs are capable not only of doing much to help our Anglo students understand and appreciate their neighbors but they also have a very great potential for improving the self-image of many Mexican-American students by inspiring a pride in their Mexican heritage. Due to the availability of Spanish speakers, Spanish is a natural in Idaho.

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[1] Sapier and Whorf; Frank M. Grittner, Teaching Foreign Language, Harper Row, Published, 1969, p. 25.

[2] William Riley Parker: William P. Parker, National Interest in Foreign Language, Department of State Publications, #7324, 1961, p. 85.

Historical ties with French explorers and Idaho's close proximity to Canada make the study of French very desirable. German appeals to many Idahoans because of its growing importance on the world political and economic scene. And, certainly, expanding international relations with Russia, Japan and China give impetus to the importance of a knowledge of the Russian, Japanese and Chinese language and culture.

In the world of today much emphasis is, justifiably, being placed upon the study and appreciation of the humanities. Latin and Greek have a vital contribution to make in the field of humanistic pursuits. Through an understanding of ancient civilizations, one realizes the enduring impact the classics have had upon culture, customs, and the very language of Western civilizations.

Another important reason for foreign language study is the one that is so often claimed by other areas of the curriculum such as music and art. Advocates of all these electives maintain that the feeling of personal satisfaction that accompanies each level of accomplishment has a very positive effect on the student's self-image. Furthermore, time spent developing these talents and skills can provide a great deal of fun and enjoyment.

WHAT KIND OF STUDENT SHOULD BE ENCOURAGED TO LEARN A FOREIGN LANGUAGE?

Overheard in the Counselor's Office . . .

French Teacher -- "Mr. Counselor, don't assign any slow learners to my class. Slow kids can't learn French."

Counselor -- "Oh really, what do slow kids in France learn to speak?"

The conversation above is an obvious over-simplification of a problem that has plagued the foreign language teaching profession for a very long time. Not many language teachers would openly suggest to the counselor that only "bright" students be assigned to the class.

Since it is the philosophy of the American Education System that all people have the right to a quality education, and since learning a second language contributes markedly to that education by helping people understand other people, it is strongly recommended that any student who wishes to learn a foreign language be encouraged to do so. Since learning a second language is more an acquisition of skills than a performance of intellectual exercises, most students given enough time and encouragement, have the capability to enjoy success in these classes.

The Guide is not suggesting any "watering-down" of course content, but is suggesting that room be made for the student who has traditionally been denied this opportunity because his English grades have been unimpressive or there was some other hard to justify reason. Who would weed out a rose from the garden simply because it was slow in blooming?

HOW LONG SHOULD THE FOREIGN LANGUAGE SEQUENCE BE?

Most foreign language teachers would agree with James Conant when he stated in his book The Comprehensive High School, that to communicate in a second language with any degree of fluency, a student must have at least a four-year sequence. A six-year sequence, grades 7 through 12, would virtually assure a marked increase in the number of high school graduates with reasonable proficiency in a foreign language.

To increase the number of advanced foreign language students, the concept of multi-level courses should be explored. For example, if a school cannot afford low enrollment in advanced courses, a possible alternative is to move these advanced students into existing courses. Independent study programs could be developed for the students or they could possibly serve as teacher aides. (It would seem that the teacher aide idea might be perfectly legitimate especially if one believed in the adage--"If you really want to learn something, try to teach it.") Another way to increase advanced enrollments would be to survey the students to determine their present needs and interests in light of their future goals and objectives for career service.

(See Appendix B for additional
suggestions to encourage foreign
language study)

WHEN SHOULD THE STUDY OF FOREIGN LANGUAGE BEGIN?

The younger the student, the better he is able to imitate sounds accurately, and to internalize linguistic structures. Also, the younger student is handicapped less by self-consciousness and by interference from native language habits. Since prejudices are firmly entrenched by the time a child is in the sixth grade, there are compelling reasons for beginning earlier to break down monocultural attitudes. Given these facts, it is strongly suggested that each school district begin foreign language instruction as early in school as possible [illegible] those students who show an interest in learning a second language. This might be done as early as the primary grades. Follow-through with continued practice in the language, is essential.

The financial and administrative difficulties involved in trying to develop foreign language programs for younger age groups, particularly in the smaller schools, pose many problems. There are, however, some measures that might be considered by school administrators which could be taken to establish introductory interest-building type programs for elementary students. One district in the State video tapes the high school foreign language teacher as she presents basic foreign language expressions as well as foreign cultural anecdotes. These brief lessons are then shown to elementary school youngsters two or three times a week. Even the primary grade students display a great deal of enthusiasm about learning this exciting new skill. Also, elementary teachers who have foreign language training or paraprofessionals with language proficiency could set up programs on a rotation basis in the same way music programs are conducted in some school districts around the State.

Many elementary students will develop a real interest in continuing their language instruction upon entering junior high school. To graduate seniors with language proficiency acceptable on the job market, a formal well-articulated foreign language program must be developed, beginning at the 7th grade level and continuing through grade 12. This could be accomplished in the smaller districts by allowing high school foreign language teachers to divide their time with junior high school students, and by developing multi-level classes so that administrators would not have to face the problem of low student-teacher class ratios. Organizing multi-level classes is difficult and time consuming, but the job is certainly not impossible and in the name of building strong foreign language programs which develop bilingual students, the end result would justify the effort.

No matter when the student begins foreign language study, an unbroken sequence in that language should be provided through grade 12. Students cannot maintain proper proficiency levels when there are two or three-year gaps between the final offering of the school system and entrance into college or into the job market.

WHAT CAN STUDENTS REASONABLY EXPECT TO BE ABLE TO DO AS A RESULT OF THEIR FOREIGN LANGUAGE EXPERIENCE?

Achievement in foreign language like everything else is directly related to the time and effort devoted to it, but there are some generalizations that can be made in terms of student expectations. The emphasis in foreign language education today is on an active use of the language and not a discussion about the language. This philosophy is well illustrated in this quote from Ilo Remer's handbook on "Guiding Students in Modern Foreign Languages."

> "Learning to react in a foreign language and thus to actually participate in a different culture through the language is a broadening educational experience. As the student's abilities to understand and read the new language develop, a gradually deepening knowledge of the people who use it, of their culture and civilization, can lead to lifelong enjoyment and, in addition, give a better perspective on American culture."

Although outcomes will vary from school to school, depending on the overall conditions, it is reasonable to expect that after a four-year uninterrupted sequence of language study, grades 9 through 12, a student should be able to:

- Understand a native when he is making an effort to be understood and when he is speaking on a general and familiar subject
- Speak spontaneously on familiar topics in a manner which can be understood by a native
- Read and directly grasp the meaning of simple non-technical prose with the occasional use of a dictionary
- Write simple prose from dictation without glaring errors
- Identify several cross-cultural differences
- Demonstrate knowledge of the basic, most significant aspects of the new culture's history and geography
- Identify several outstanding contributors to the foreign culture's music, art and literature and briefly describe their contribution

INSTRUCTIONAL OBJECTIVES FOR MODERN FOREIGN LANGUAGES

The over-all goals in foreign language study are effective communication and cultural understanding.

Objectives

1. To understand a foreign language when spoken at normal tempo on a subject within the range of pupil's experiences
2. To speak sufficiently to make direct contact with a native on a subject within the range of pupil's experiences
3. To read with direct understanding, without resource to English translation, material on a general subject
4. To write, using the authentic patterns of the language and without conscious reference to English
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system
6. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied
7. To acquire a knowledge of significant features of the country or area (geographical, cultural, economic, political, etc.) where the language being studied is spoken
8. To develop an appreciation for and an understanding of the literary and cultural heritage of the people whose language is studied

--The Modern Language Association

CHAPTER II

ARTICULATION OF THE IDAHO FOREIGN LANGUAGE PROGRAM

Articulation in the teaching of foreign language is the coordination of common goals and direction, language offerings, methods, course content, and materials. Within the framework of a State Guide, the local district together with the total community, should adapt and coordinate the State goals to their own individual community needs.

Common Goals and Direction of Foreign Language Study in Idaho

A well-defined foreign language program requires the setting of goals to give direction to the program. The following points may be helpful in developing goals:

1. Cultivate a favorable attitude toward the new language and the people and culture it represents by helping students become aware of similarities and differences in life styles and value systems between the new culture and their own for increased understanding and tolerance.

2. Identify and meet personal needs of students.
   Personal satisfaction?
   Individualized instruction?

3. Develop an acceptable foreign language proficiency suited to each individual in language skills appropriate to the level on which the student is learning that will be both a skill and an intellectual tool to build on in later life.

Language Offerings

French, German and Spanish are the most commonly offered modern languages, but there are also a few Russian classes being taught. Due to the increased availability of teachers with classical language background, Latin is offered in many districts.

When the school district must decide which languages to offer, it is recommended that the following be considered:

- The language offering should be responsive to community needs.
- The language offering should correspond to the availability of well-prepared teachers who might reasonably be expected to stay in the program for a number of years.
- Adding another foreign language to the curriculum should take place only when the existing program is considered strong, i.e., a four to six year sequence, adequate electronic equipment, and ample supplementary materials.
- Students should be encouraged to study a particular foreign language until they have reached a point of proficiency, because the most valuable benefits of foreign language study accrue after higher levels of proficiency are reached.
- When the district decides to add another language, serious consideration should be given to the introduction of the uncommonly taught languages such as Russian, Chinese, Japanese, Arabic, etc. If, indeed, the building of understanding skills is a priority goal of foreign language learning, then it would seem to follow that a non-western language would be a likely choice. Teachers of these languages are more readily available today than ever before.

Methods

The basic philosophy of the school district should indicate the desired approach or method of teaching foreign languages. Articulation will be less complex if the entire district elects to use basically the same methods. There are as many approaches to teaching as there are ways to learn. Every student has his own unique style of learning. Some students are readers, others are listeners, observers, travelers, and still others learn by total involvement.

Politzer, Professor at Stanford University gives an overview of the three basic methods, 1. grammar-translation, 2. direct method, and 3. the audio-lingual approach and suggests that no matter what method is used, some individuals will be more successful than others. Idaho endorses these as productive methods. Learning a Foreign Language requires a great deal of practice. Students should be helped to develop the best learning methods for them and teachers should use teaching methods which best suit individual student learning needs.

Methods, continued

Individualized instruction, self-pacing, continuous progress, large and small group instruction, and seminars are vital to all teaching methods if we are to provide a language learning experience for every student. But, articulation is imperative within each school and among the schools throughout the district or geographical area. To provide a basis for an articulated program, continuous inservice should be provided through the state and local workshops, college and university maintenance programs and other professional meetings. (See appendix C Individualizing Instruction)

Course Content

Among the important elements of a foreign language program that must be coordinated, course content is basic.

Many intermediate and advanced students have been lost because too much material was covered and/or course content was geared toward college preparation. With the trend away from college foreign language requirements and toward foreign language for its own sake, a reassessment of traditional course content is in order.

Many teachers have allowed the textbook to dictate course content, and all too often the text has contained far too much material to be internalized by most of the students. It is recommended that instead of "covering the text" for whatever legitimate reason the teacher may have, more time be devoted to spontaneous use of this material in speech production activities and that more time be given to foreign language study promotional activities. (See Appendix E, Variety in the Classroom)

The teacher may be selective in using adopted text content and supplementary materials, so the needs of the students can be met. Essential content can be arranged within such frameworks as one-semester courses, 9-week courses, specialized courses in grammar, conversation, or literature, or credit/no credit courses. Content may be arranged to provide for individualization for the slower student, the average student, the more able student, and for varying students.

Materials

Often, articulation of the foreign language program is equated to the use of one textbook throughout the district. This presents obvious advantages in terms of continuity between levels and schools. For this reason, it is recommended that a committee of concerned people within a district decide by consensus to select an appropriate text for each level and determine the sequence of material to be presented. However a well-articulated program can exist if teachers within the district are sufficiently familiar with the content being used by their colleagues so that students are prepared for transfer within the district or for progression to the next level. The selected text, while serving as a foundation for the course, should not preclude the teacher's use of personally selected supplementary materials.

CHAPTER III

TEACHING AND LEARNING A SECOND LANGUAGE

Helping students acquire a second language is a truly difficult and complex task. Teachers have enjoyed success in this endeavor while employing an uncounted number of teaching styles and strategies. Suggesting the right way to teach a foreign language class would, of course, be an exercise in futility. The purpose of this chapter is simply to discuss some of the questions foreign language teachers face.

Before discussing the topic of how to teach language, it would be wise to talk about the teacher and then the nature of language itself.

THE FOREIGN LANGUAGE TEACHER

Of all the subject matter areas in which one may teach, that of foreign languages is one of the most demanding since it combines and heightens all the difficulties which are encountered in any attempt to communicate knowledge from one person to another. The subject matter cannot be acquired by perusing casually a good bibliography. Even teaching foreign languages on an elementary level requires the mastery of the forms of the language and the acquisition of fluent oral production. It means knowing another culture: its attitudes and preoccupations, its history--political, social and aesthetic--its outlook toward the future. In a sense, it is as if the subject matter were life itself. There is no end to the extent and depth of study which is necessary to be an effective teacher in the foreign language classroom.

Furthermore, teaching a foreign language necessitates an understanding of the psychological problems of the students. Each pupil is confronted with the otherness of being without his ordinary means of expression and his native group of concepts. The foreign language teacher must apply positive psychology to furnish the assurance and the sense of achievement which is the basis for successful learning. The teaching of a foreign language calls upon every bit of intelligence, imagination and ingenuity to transform teaching into an art.

The Foreign Language Teacher as a Person

It is striking that when one hears about a good language program in a given school, there is always a good teacher whose name is attached to it. Individual enthusiasm, drive and sensitivity to the needs of the students will be the most important factor in the success of the class. A certain amount of insistence must be created to urge the class to work at its capacity but the pressure must not be too great; otherwise discouragement will set in because of the fast pace. The teacher must sense when the class will accept learning a difficult concept and equally when a game or other relaxed type of learning should be used as a contrast. Teaching a foreign language class is endlessly challenging and requires the involvement of the total person. The problem is stated succinctly by Arthur Combs in Humanism in the Classroom

> ...We must also help our young to develop compassion, concern for others, faith in themselves, the ability to think critically, the ability to love, the ability to cooperate with others, the ability to maintain good health, and above all, the ability to remain open to other people and new experiences. This is humanistic education.

The Foreign Language Teacher, a Description

The foreign language teacher . . .

- Is enthusiastic about his subject and his enthusiasm is contagious.
- Associates the culture with the language in class.
- Is always well prepared for his classes.
- Teaches in the foreign language as much as possible.
- Is flexible in his teaching methods and classroom routine.
- Finds something to praise in the performance of each student.
- Gives all students the opportunity to participate.
- Has a sense of humor.
- Makes the study of language meaningful to the lives of his students.
- Takes into consideration the varied backgrounds of his students and attempts to develop their individual capacities.
- Has the courage and honesty to say "I don't know."
- Gives varied and interesting assignments.
- Teaches the language as fundamentally a matter of communication and creates opportunities for communication.

(See Appendix A, Teacher Self-Diagnostic Test)

LEARNING A FOREIGN LANGUAGE

Nature and Function of Language

At first glance, the answer to the question "What is Language?" would seem to be obvious. However, before considering the very complex issue of how languages are learned, it is essential that the nature and function of language be carefully examined. Language is a set of symbols used by members of a group to convey meaning. These symbols may be oral or written, they may be signs or signals which are used as tools for transmitting thoughts and ideas. All natural languages originate as a system of vocal symbols. Although half of the earth's inhabitants still cannot read nor write, most civilized socities employ a written language. Writing is a "shorthand" form of language which only partially represents the more complex sound system. Therefore, it is imperative that listening and speaking should be an integral part of foreign language instruction and should form the basis upon which the skills of reading and writing are built.

No language is uniform for all who speak it. Regional and social factors cause some members of a group to speak differently than others. As language teachers, we often declare one form of speech to be correct and another incorrect, but in dealing with human language, we are on much safer ground if we say that one dialect is not inferior to another, just different.

Language is in a constant state of change. When the demands of the group change, the language also will change. Therefore, it is always difficult to be absolute when considering the various elements of language.

No language is inherently difficult; language continuously undergoes a self-simplification or streamlining process. Most children have a firm control of their own language by the time they enter school. Considering the natural faculty children have for learning language, it would appear to be educationally unsound to declare a child unable to learn another language except, perhaps, the child with a severe learning handicap.

What is NOT Involved in Learning a Foreign Language

A statement of what is involved in a program of language learning for communication may be made clearer and briefer by first listing what it does not include.

- It does not include endless talk about the language instead of talk in the language. No amount of discussion about the pianoforte will enable the learner to play the instrument; the fingers must touch the keys. The tongue must speak the foreign language.

- It is not an attempt to decode a foreign language into English. The foreign language is not studied as something from which English is to be extracted, like sugar from a beet. It is considered as a system fully adequate for communication in its own right, without recourse to English or any other language.

- It is not an insistence upon talk in complete sentences. The sentence is a creature of the printed page, but it is not the unit of communication by word of mouth. Rather, the unit of talk is an utterance. Insistence upon speech in complete sentences does violence to the normal modes of communication.

- It is not the practice of unbroken series of spoken questions and answers. Oral communication between speakers takes place only to a very limited degree in the form of question and answer. Communication is for the most part in the form of utterance and rejoinder: "Beautiful morning!" "Yes, indeed!"

- It does not include practice by students in reading aloud from a printed text for long periods. Desirable as it is that the student eventually learn to read aloud, unless this activity is consistently and adequately modeled by the teacher, little more than wrong learning can result.

- It is not the matching of an isolated word in one language with a word in another. This is the province of the dictionary-maker, and is not an activity appropriate to the early levels of language learning.

- It does not permit the student to have constant recourse to a printed script. The separate functions of ear and eye in language learning are fully recognized, and the ear is trained to respond to the new sounds without having at the same time a written transcript of these sounds before the eye. The theory that the more senses involved, the better the learning, does not hold in the early stages of second language learning.

- It is not the direct method. The direct method rejects the use of the learner's native language, translation, and the study of grammar.

- It is not the exhaustive explanation of rules of grammar. Grammar rules are of some help to some students in understanding how the new language works, but they easily inhibit advance in the use of the new language. In all languages, the audio-lingual skills (hearing and speaking) are constantly learned without any explanation whatever. Grammar rules should be restricted to the limited area in which they are clearly useful.

- It is not x number of solo hours performed by the teacher. It is of the utmost importance that the teacher model what the student is expected to learn. But two other steps are equally important. Communication must be established between teacher and student, and as soon as possible between one student and another. The objective of language learning for communication is not reached until the teacher can withdraw from the process and observe.

- It is not the transfer of the teacher's entire knowledge to the student. Much technical knowledge about language and language learning that is essential for the teacher should not be required of the student. One goes to the ski instructor not to learn to be a ski instructor, but to learn to ski. Students come to the language class to learn to communicate in the new language, not to become teachers.

- The learner's advance is not measured in terms of his knowing x number of words. At first, the most important advances in learning a new language involve structure rather than vocabulary. Only after the learner has an adequate control of sounds, order, and forms, does the increase in vocabulary become an important objective. Words and expressions are learned in context and not in isolation.

- It is not the chanting of paradigms. Language in use does not contain paradigms any more than arithmetic problems contain numbers in series. However helpful the systematic arrangement of possible forms and the use of memory devices may be, such aids in no way resemble language as it occurs in communication.

What Is Involved in Learning a Foreign Language

Having stated what the program of language learning for communication is not, let us now state what it is:

- Language is something you understand and say, before it is something you read and write. This principle should be applied not only at the beginning level but also at later levels.

- The initial objective is to learn to understand and speak the language as it is used in its culture. In these terms the role of English, translation, grammar rules, and the textbook is reduced to very modest proportions, comparable to the part they play in the language behavior of native speakers.

- There is a cultural objective. The search for the meaning of language leads to the culture itself. The point of view from which the new culture is to be approached should be that of a member of the culture who is of an age and status similar to that of the American learner.

- Students are given exact information about objectives and how they are to be reached. The first period of every course should be devoted to an explanation in English of the nature of the learning problem and the procedures that will be followed. (See page 8, Instructional Objectives for Modern Foreign Languages).

- It does involve the learning of all skills: hearing, speaking, reading, writing--and in that order. These are not engaged in simultaneously from the start. A period of at least some months (or in college, weeks) in which the student only hears and speaks must precede the introduction to reading and writing.

- Great importance is attached to the model and to the reward. Since books cannot talk and machines cannot react to what the learner says, the teacher is irreplaceable as the model from whom oral communication is to be learned. The shorter the time span between the learner's performance and his knowledge of whether or not he has been successful, the better the learning.

- Language learning does go beyond audio-visual aids. Whatever use may be made of pictures, machines, and realia, the learner must eventually participate in the normal use of language for communication. This is a person-to-person activity and, for the most part, does not relate to what is present in the immediate environment.

CULTURAL UNDERSTANDING IN THE FOREIGN LANGUAGE CLASSROOM

Any discussion of the nature of language must necessarily include a discussion of the nature of culture. Culture in this sense of the word can be defined as the total way of life of a given language community to include such things as customs, traditions, values, beliefs and general life styles. Language and culture are inseparable. So completely interwoven are the two that words and expressions become almost meaningless except when used in their cultural context. Unless the student is given cultural instruction, he is apt to associate his native concepts or objects with the foreign symbol. Words for "the same thing" in two languages are generally not equal to each other unless basic meanings and connotations correspond.

Helping young people develop their ability and willingness to understand people of other ethnic backgrounds has always been a primary mission of foreign language learning in our schools. In an article in the French Review, May, 1969, Lloyd Bishop, Professor of Foreign Language, wrote:

> "Foreign language study provides a partial attack, a direct assault, upon ignorance and prejudice by broadening the student's awareness and sympathies, by making him less provincial. Language study, when combined with sympathetic presentation of various aspects of a foreign culture, tends to cure the student of ethno-centrism, xenophobia, and other obnoxious and dangerous forms of provincialism. Inculcation of the notion of cultural relativity inclines the student toward tolerance. Even more important than the concept of cultural relativity is that of the enduring, universal values of mankind that transcend national boundaries such as the sense of honor, the sense of beauty, the search for truth, and the need for love."

In the report of the Fifth Annual Conference on Linguistics and Language Teaching, Robert Pollitzer, Professor at Stanford University wrote:

> "As language teachers, we must be interested in the study of culture (in the social scientist's word), not because we necessarily want to teach the culture of the other country, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols, or symbols to which the student attaches the wrong meaning. For, unless he is warned, unless he receives cultural instruction, he will associate American concepts of objects with the foreign symbols. . . "

Cultural Patterns Vary

In addition to the spoken and written forms of language, there are also physical and visual aspects which are culturally important. Sociolinguists refer to these aspects as paralanguage and kinesics. (Paralanguage includes vocal qualities conveyed by the voice through pitch, tone and intonation--not through words.) Included in kinesics are the non-vocal body movements that play a part in communication, such as hand gestures, raised eyebrows, shoulder shrugs, tightened lips, and change in stance or the way in which people look at each other when speaking.

Humor also varies in different cultures, and the patterns of jokes and irony are often confusing to a foreigner. Sensitivity to these differences is necessary not only for understanding the spoken language but also for appreciation of the literature.

As a result of anthropological, sociological and psychological research, a better understanding of cultural patterning in general is becoming available to the language teacher. The absorption of these cultural patterns and overtones, along with acquisition of linguistic skill, must be so integrated that the learning does not result in a series of memorized facts but in a true understanding of the total cultural pattern. The student of either a classical or modern language cannot be at ease in using the language unless he feels at home in the culture.

(See Appendix D, Incorporating Culture
in Foreign Language Classroom)

THE FOREIGN LANGUAGE CLASSROOM

English in the Foreign Language Classroom

To help students learn to react in the target language (one of the top priority goals) English should be used judiciously and only to expedite understanding. Used sparingly, it can be very helpful in maintaining a proper pace for most classroom activities.

As early as possible, students should begin to depend upon the target language for asking questions and conducting classroom business. In advanced level classes the second language appears to be the most logical choice for virtually all communication.

Very often a new teacher feels awkward conducting classes in the target language. It is suggested that the teacher who has had limited exposure to the spoken language, jump in with both feet. Indeed, mistakes will be made, but after a few weeks this same teacher will be surprised at the confidence that has been gained, and the enthusiasm students will show for speaking the language.

The Role of the Textbook in the Foreign Language Classroom

A good textbook can be an invaluable aid to the progress of foreign language students. Furthermore, the quality of commercially prepared texts in terms of suitability and utility is steadily improving. The point to be made here, however, is that there are some inherent dangers in the improper use of textbooks.

If the textbook is always open, the student eventually will come to depend upon it. If the "script" is continually available, the student will be less alert than would be the case if he were required to depend on auditory senses and wits to remain actively involved in what is going on in the classroom.

It is suggested that students use the textbook as a guide during independent study and that during group activities, they refrain from relying on this artificial crutch.

Evaluating the Foreign Language Program

Tests are designed to aid learning. There are tests that enhance the learner's progress; there are also tests that deflect his progress away from desired objectives to the point of negating the learning that is desired. Accurate measurement is just as possible with tests that aid learning as with those that negate it.

- Tests should advance the learning process by:
  - (a) Giving students the opportunity to demonstrate what they know
  - (b) Showing students what they should know
  - (c) Showing students what is expected of them
  - (d) Making the study assignment in preparation for the test as specific as possible
  - (e) Covering all material which the teacher announced would be covered.
- Tests should be announced ahead of time. This will motivate students to effective study on the next occasion. The unannounced test does little more than create a barrier between the students and the teacher.
- Skills in all four areas (listening, speaking, reading, writing) should be tested.
- Tests should be frequent, systematic, and purposeful.
- Tests should reflect the objectives, materials, and methods of the foreign language course.
- Tests should have a positive effect in motivating pupils to better learning.

COURSE OF STUDY

CHAPTER IV

FOREIGN LANGUAGE COURSE OF STUDY
Minimal Course Content

FRENCH
- Level I
- Level II
- Level III
- Level IV

SPANISH
- Level I
- Level II
- Level III
- Level IV

GERMAN
- Level I
- Level II
- Level III
- Level IV

FRENCH

Level I

Minimal Course Content

I. Phonology
  A. Introduction to speech sounds
    1. All vowels pure, not diphthongs
      a. special attention to the French u
      b. special attention to nasal vowels
      c. special attention to the eu sound
      d. special attention to the "mute" e
    2. All consonants
      a. special attention to r
      b. special attention to l
    3. Rhythm
    4. Intonation
    5. Stress
    6. Syllabification
  B. Relationship between sound and spelling
    1. Limited to constant relationships
      a. French u
      b. h
      c. th
      d. one "s" between vowels
      e. two s's between vowels
      f. oi and oy
      g. ch
      h. qu
      i. au and eau
      j. ou
    2. Variable relationships and most common exceptions
      a. nasal vowels
      b. linkage
      c. elision
      d. accent marks

II. Simple vocabulary
(Comprises approximately 500 words. Level designations assume high degree of active control of vocabulary by the student.)

greetings
courtesies
leave-taking
school and classroom
numbers
simple calculations
colors
clothing
clock time
calendar time
parts of the body
members of the family and family life
telling ages of people
avoid idioms of physical sensations
asking and receiving directions to a place
physical description of a person
house and rooms
meals, easy mealtime talk
weather (faire idioms)
numbers 1 - 100

III. Morphology and Syntax
(Active control within the limits imposed by vocabulary)

- A. Articles
  - 1. Definite
  - 2. Indefinite
  - 3. Partitive
- B. Regular nouns
  - 1. Singular
  - 2. Plural
  - 3. Masculine
  - 4. Feminine
- C. Adjectives
  - 1. Singular
  - 2. Plural
  - 3. Masculine
  - 4. Feminine
  - 5. Interrogative
  - 6. Possessive
  - 7. Demonstrative
  - 8. Some irregular
- D. Pronouns
  - 1. qui, que, qu'est-ce que
  - 2. Personal
    - a. subjects
    - b. direct objects
- E. Adverbs
  - 1. Interrogative: quand, ou, combien de, pourpuoi, comment
  - 2. Other: ici, la-bas, aujourd'hui, demain
- F. Prepositions
  - 1. A with basic meaning to, at, in
  - 2. De with basic meanings
    - a. of possession
    - b. from
  - 3. En with basic meaning of "in"
  - 4. Contractions of a and de with the definite article
  - 5. Prepositions of space relationships (sur, sous, derriere, devant, dans) and time (avant, apres)
  - 6. chez
- G. Verbs
  - 1. Three regular groups
  - 2. Voici, voila and il y a
  - 3. Irregular
    - etre
    - venir
    - dire
    - voir
    - savoir
    - pouvoir
    - avoir
    - faire
    - aller
    - vouloir
  - 4. Concept of the infinitive
  - 5. Tenses
    - a. present
    - b. immediate future (with aller)

IV. Reading from outside sources

V. Culture

A. Introduction to French culture should be an integral and natural part of teaching French. The environment of the classroom, French books, magazines, tapes, films, records, pictures, should stimulate the students' interest in learning about the following cultural items:

1. French names
2. Forms of address
3. Courtesy patterns
4. French schoolday and schoolyear
5. 24-hour clock
6. French houses
7. Some typical foods and table manners
8. French holidays--especially Christmas and Easter
9. Rhymes
10. Songs and music

B. The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.

C. Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

(See Appendix D, Culture in the Classrooms)

FRENCH

Level II

Minimal Course Content

- I. Continuation of sound skill development
  - A. Vowels
    - 1. Reinforcement of pure vowel sounds
    - 2. Semi-vowels
  - B. Consonants
    - 1. Denasalization of m and n intervocalically
    - 2. Continued attention to final consonant release
- II. Further relationships of sound and spelling
  - A. Constant relationships: contrast between pronunciation of vowels in open and closed syllables
  - B. Variable relationships
    - 1. Syllable changes concerned with "mute" e
    - 2. Silent consonants
    - 3. Liquid l
    - 4. Aspirate and inaspirate h

- III. Vocabulary content
  - A. Reinforcement and enlargement of level I vocabulary
  - B. Simple vocabulary:
    - daily routine
    - telephoning
    - shopping and money
    - restaurants
    - transportation and city geography
    - landscape description
    - countryside, farming, animals*
    - travel, customs
    - sports
    - entertainment and the arts*
    - cardinal numbers above 100

These situations build to approximately 800 words. The level designations assume a high degree of active control of this vocabulary by the student.

* All items marked passive (with an asterisk) in Level I become active in Level II with the exception of unspecified irregular verbs.

IV. Morphology and syntax

(Active control within the limits imposed by vocabulary is assumed except in the case of items marked with an asterisk, which signifies interpretation of meaning rather than active control. All items marked passive (with an asterisk) in level I become active in level II with the exception of unspecified irregular verbs.)

A. Reduced partitive article in:
  1. Negative
  2. Usage when a plural adjective precedes its noun
  3. Quantity expressions (except "bien de" and "la plupart de")
B. Irregular plural groupings of nouns
  1. Endings in s, x, and z
  2. Endings in -al, -ail (except details)
C. Adjectives
  1. Adjectives which precede or follow their nouns
  2. More irregular adjectives
  3. Comparison of regular and irregular adjectives
D. Pronouns
  1. Add and contrast remaining interrogative pronouns:
     qui est-ce qui, qui est-ce que, qu'est-ce qui
  2. Stress on usage and word order of:
     a. direct object pronouns
     b. indirect object pronouns
     c. y
     d. en
  3. Disjunctive (or emphatic) pronouns
  4. Subject pronoun "on"
  5. Relative pronouns
     qui, ce qui
     que, ce que
     dont, ce dont
  6. Forms of the demonstrative pronouns (ecluei, etc.)
  7. Contrast "ce" and "il" as subjects of "etre" in simple sentence structures. (Omitting their use when followed by complimentary infinitives and "que" clauses.)
  8. Possessive pronouns (le mien, etc.)*
E. Adverbs
  1. Formation of adverbs from adjectives
  2. Irregular formation of adverbs
  3. Placement and comparison of regular adverbs
  4. Placement and comparison of irregular adverbs
  5. Additional minimal adverb vocabulary
     d'abord
     ensuite
     finalement
     enfin
     hier
     tot
     en bas
     enhhaut
     de plus en plus*
     de temps en temps
     de nouveau
     tard

F. Prepositions
  1. "a" with the basic meaning of "with" (contrast with "avec") and the use of etre a
  2. Partitive use of "de" with and without the article
  3. Idiomatic preposition use
    seasons
    rooms of a house
    floors of a building
    expansion of the pattern: je suis heureux de faire votre connaissance
    expansion of the pattern: c'est facile a comprendre
  4. Others: hors de, autour de, a cote de

G. Verbs
  1. Additional negatives and their position
    ne...jamais
    ne...rien
    ne...que
    ne...plus
    ne...personne
    ni...ni
    use of second negative participle alone in sentence fragments
  2. Present participle
  3. Imperative
  4. Irregular verbs
    vouloir
    pouvoir
    venir
    dire
    voir
    savoir
    tenir
    dire group
    ouvrir group
    servir group
    prendre and compounds
    mettre and compounds
  5. Spelling irregularities
  6. Tenses
    a. imperfect
      (1) use with "venir de"
      (2) stress contrast with passe compose
    b. present perfect (passe compose)
      (1) verbs conjugated with etre
      (2) reflexive verbs
      (3) past participle agreement
    c. future and "when" clauses
  7. Idiomatic structures
    "faire causatif"
    "il faut" followed by the infinitive
    "venir de" followed by the infinitive

V. Reading from outside sources

VI. Expansion of written composition to include vocabulary, structural concepts and sound-spelling relationships introduced at this level

VII. Culture

A. Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at the second level.

1. Forms of letters
2. Types of urban life
3. Types of rural life
4. Relationships (family, friends)
5. France:
    a. landscape in regions
    b. main rivers and cities
    c. highlights of economy, industry, and present political situation
    d. holidays
    e. entertainments
    f. folklore
    g. proverbs
    h. music, popular and classical
    i. current events

FRENCH

Level III

Minimal Course Content

I. Continuation of sound skills
  - A. Control of all French sounds is assumed at this level and these sounds should be continually corrected and reinforced.

II. Relationships between sounds and spelling
  - A. Reinforcement of constant relationships of levels I and II
  - B. Variable relationships of this level consist primarily of exceptions
    - 1. Liquid "l"

III. Vocabulary content
  - A. Expansion in contexts begun in levels I and II
  - B. Simple vocabulary concerning
    - sizes, weights and measures
    - letters and post office
    - occupations
    - more parts of the body as related to health
    - idiomatic school conversation
    - expanded geographical terms
    - materials, particularly fabrics and construction materials

These situations build to approximately 1500 words. The level designations assume a high degree of active control of this vocabulary by the student.

IV. Morphology and syntax
(Active control within the limits imposed by vocabulary)
Note: All items marked passive in level II become active in level III
  - A. Article
    - 1. Omission of the definite article in adjective phrases (bouton de parte, robe de chambre)
    - 2. Contrast between lundi, le lundi
    - 3. Review of dates, days and time
    - 4. le soir as adverbial phrase, le lendemain, etc.
  - B. Nouns
    - 1. More irregular plurals and feminine forms
    - 2. Compound nouns
  - C. Adjectives
    - 1. Adjectives which change meaning according to placement in the sentence
    - 2. Adjectives of location and nationality not capitalized
  - D. Pronouns
    - 1. Forms and uses of "lequel"
    - 2. Review of all interrogative pronouns
    - 3. Review of all relative pronouns
      - a. include "ou" and "ce dont"
    - 4. Review of "ce" and "il" as subject of "etre" in simple sentence structure

E. Other adverbs
de bonne geure
en retard
par ici
par la
a l'heure
en avance
en avant
en arriere

F. Prepositions
1. "en" with the present participle
2. "apres" with the past infinitive
3. All other prepositions with the present infinitive
4. Others: au-dessous de, au-dessus de, au-dehors de, etc.

G. Verbs
1. Tenses
a. review tenses introduced
b. conditional
c. plus-que-parfait
d. future perfect
e. conditional perfect
f. present subjunctive
g. perfect subjunctive
h. passe simple (regular verbs with recognition of irregular verbs)
2. "if" formulas
3. depuis, il y a...que
4. Verbs that take "a"
a. basic pattern: "demander a quelqu'un de faire quelque chose"
5. Verbs that take "de"
6. Idiomatic verbal phrases (verb + preposition + noun)
a. stress reflexive phrases
b. obeir a, jouer a, jouer de

V. Reading from outside sources

VI. Written composition within the expanded limits of vocabulary and structural concepts introduced at this level

VII. Culture
A. Cultural items studied at the third level should include:
1. France
a. government
b. educational system
c. recreation
d. highlights of history
2. Other French-speaking countries
a. Belgium
b. Switzerland
c. French Canada
3. French influence in:
a. Africa
b. America

B. The cultural study is done mainly in French with some supplementary reading in English. It takes in:

1. Listening to recordings and viewing of films, filmstrips, and slides
2. Discussing what has been heard or read
3. Reading graded readers, periodicals, poetry, and literary prose
4. Writing letters, reports, compositions--revealing an understanding of the French culture

FRENCH

Level IV

Minimal Course Content

I. Phonology
   A. Vocabulary distinctions in usage
   B. Differing levels of vocabulary usage (populaire, mots plus raffines, etc.)

These situations build to approximately 3,000 words. The level designations assume a high degree of active control of this vocabulary by the student.

II. Reading (content chosen with an eye to cultural appreciations) and extensive discussion

III. Review of structural problems
   A. General pronoun review
      1. Expand contrast between ce and il as subject of etre and devoir
      2. Expand usage of y, en and disjunctive pronouns with people and with things
   B. Expand adverbial vocabulary and contrast distinctions in usage (tard and en retard, tot and de bonne heure, etc.)
   C. Expand prepositional vocabulary
   D. Verbs
      1. Verbs that take a and de with the infinitive
         a. expand pattern "demander a quelqu'un de faire quelque chose"
      2. Expansion of verbal idiom vocabulary
      3. Tenses
         a. review of passe simple
         b. review of the subjunctive
            (1) special attention to means of possible avoidance of the subjunctive
         c. "concordance des temps"
      4. Privative verbs with "a"
      5. Further uses of the infinitive
         a. verbs of seeing and hearing with the infinitive
      6. Further uses of the past participle as adjective
         a. verbs of position

IV. Listening comprehension on an advanced level

V. Culture

A. The increased ability of the students to communicate in French, to read everything from newspapers to works of literature, makes it possible for them to gain an appreciation and understanding of French contributions to:

   1. Literature
   2. Painting
   3. Sculpture
   4. Architecture
   5. Dramatic arts
   6. Music
   7. Sciences

B. Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the student.

C. A knowledge of cultural forms and of the French heritage is a part of learning the French language. Works of literature can be appreciated best in the language in which they were written.

SPANISH

Level I

Minimal Course Content

- I. Phonology
  - A. Spanish vowels
    - 1. a, e, i, o, u
    - 2. a in unstressed position
    - 3. Stressed o
  - B. All consonant sounds, with emphasis on new and troublesome sounds, such as:
    - 1. d
    - 2. b, v
    - 3. j, g
    - 4. Unaspirated p, t, k-sounds (co, cu)
  - C. Differences between systems of stress in Spanish and English
  - D. Diphthongs
  - E. Linking
  - F. Intonation and rhythm in statements, questions, and commands
  - G. Differences and similarities in punctuation marks
- II. Morphology and syntax
  - A. Nouns
    - 1. Gender
    - 2. Plurals
  - B. Articles
    - 1. Definite
    - 2. Indefinite
    - 3. Gender
    - 4. Number
    - 5. Contraction of definite article with a and de
    - 6. Dropping of o in uno before a masculine singular noun
    - 7. Uses
      - a. with parts of the body and articles of clothing
      - b. with titles
      - c. with days of the week
  - C. Pronouns
    - 1. Formal and informal personal pronouns
    - 2. Single direct and indirect object pronouns
    - 3. Possessives
    - 4. Reflexives
    - 5. Prepositional pronouns
    - 6. Demonstratives
    - 7. Relatives
    - 8. Indefinite
    - 9. Interrogative
    - 10. Placement of above

- D. Adjectives
    - 1. Gender
    - 2. Number
    - 3. Possessives
    - 4. Demonstratives
    - 5. Comparison
    - 6. Shortening
    - 7. Placement
- E. Verbs
    - 1. Tenses--indicative
        - a. present
            - (1) regular: -ar, -er, and -ir verbs
            - (2) stem-changing verbs: e-ie, o-ue, and e-i
            - (3) irregular verbs: ser, estar, ir
            - (4) verbs with spelling changes
        - b. preterite
            - (1) regular
            - (2) of -ir stem-changing verbs
            - (3) of other common irregular verbs
        - c. imperfect
            - (1) regular
            - (2) irregular
        - d. present progressive
            - (1) with regular present participle
            - (2) with irregular present participle
        - e. perfect
        - f. past perfect
        - g. future
            - (1) regular
            - (2) irregular
        - h. conditional
    - 2. Uses
        - a. ser vs. estar
        - b. Spanish present to indicate English progressive
        - c. preterite vs. imperfect
- F. Prepositions
    - 1. Common prepositions
    - 2. Possession with de
    - 3. Personal a
- G. Common adverbs of place and time
- H. Interrogative words
- I. Negative words
- J. Basic sentence patterns

III. Vocabulary

- A. Number of basic items
    - 1. Listening vocabulary of approximately 1000 items
    - 2. Speaking skill of approximately 800 items
    - 3. Reading skill of approximately 1200 items
    - 4. Writing skill of approximately 800 items
    - 5. Recognition of common cognates

B. Content of basic items
   - forms listed under Morphology and Syntax
   - greetings and leave-taking
   - introduction and courtesy expressions
   - classroom and school
   - numbers: cardinals to 100; ordinals to 10
   - colors
   - clothing and shopping
   - telling time
   - dates, days, months, seasons
   - family
   - parts of the body, health
   - foods
   - weather
   - holidays, festivals
   - sports
   - telephoning
   - transportation and directions

IV. Culture
   A. The people
      1. Behavioral patterns and gestures
      2. Physical characteristics
      3. Social and religious customs
      4. Heroes
   5. Famous people
   B. Introductory geography of Spanish-speaking people
      1. Physical
      2. Economic
   C. Selections from literature
   D. Music
      1. Songs
      2. Music for listening
   E. Art
   F. Relationships with North America
      1. Spanish influence in the U. S.
      2. Related vocations

SPANISH

Level II

Minimal Course Content

I. Phonology
  A. Review of items in Level I
  B. Triphthongs
  C. Fusion of vowels
  D. Accents which break diphthongs

II. Morphology and Syntax
  A. Nouns
    1. Review of gender and plurals with spelling and accent changes
    2. Those generally used in the plural
    3. Those referring to both male and female members of a group
  B. Articles
    1. Review of items in Level I
    2. Repetition before nouns
    3. Uses
      a. with names of languages
      b. with geographical names
      c. in a general sense
      d. with weights and measures
    4. Omission of the definite article
      a. before a noun in apposition
      b. with names of rulers
    5. Omission of the indefinite article
      a. before an unmodified predicate noun of nationality, religion, rank, or occupation
      b. in other exceptions
    6. Neuter article lo
  C. Pronouns
    1. Review of items in Level I
    2. Double object pronouns
  D. Adjectives
    1. Review of items in Level I
    2. Formation of the absolute superlative
  E. Verbs
    1. Tenses--indicative
      a. review of tenses in Level I
      b. idiomatic use of hacer with expressions of time
      c. future and conditional of probability
      d. perfect tenses
        (1) future
        (2) conditional
        (3) preterite

2. Tense--subjunctive
    a. present: regular and irregular forms
    b. imperfect
    c. uses of the subjunctive
        (1) after certain verbs
        (2) after impersonal expressions
        (3) after certain conjunctions
        (4) after an indefinite or negative antecedent
        (5) in "if" clauses contrary to fact
3. Sequence of tenses
4. Passive voice
    a. expressed by ser
    b. expressed by a reflexive construction
5. Commands
    a. formal affirmative and negative commands
    b. indirect commands introduced in English by let or may
    c. informal affirmative and negative commands
    d. indirect commands expressed by vamos a plus infinitive

F. Prepositions
1. Prepositions before an infinitive
    a. a before an infinitive
    b. de before an infinitive
    c. en before an infinitive
    d. miscellaneous prepositions that require the infinitive
2. Para and por
3. Idioms with a, de, en, por and vez

III. Vocabulary

A. Number of basic items above Level I
1. Listening vocabulary of approximately 1200 items
2. Speaking skill of approximately 800 items
3. Reading skill of approximately 1200 items
4. Writing skill of approximately 800 items
5. Recognition of common synonyms, antonyms, and words frequently confused

B. Content of basic items
    forms listed under Morphology and Syntax
    content listed under Level I
    numbers from 100
    letters, correspondence, the post office
    advertisements
    dating customs
    entertainments
    school systems
    automobiles, traffic, transportation, travel
    space exploration terms

IV. Culture--emphasis on Latin America

A. The people--more detailed study of topics in Level I
B. Geography--more detailed study of topics in Level I
C. Selections from literature and poetry
D. History--Spanish America
E. Music
F. Art
G. Relationships with North America

SPANISH

Level III

Minimal Course Content

I. Phonology--Review of items in Levels I and II

II. Morphology and Syntax
   A. Reinforcement and expansion of all points in Levels I and II with the addition of many exceptions and subtleties
   B. Nominalization with the definite article, the indefinite article, and the neuter article lo
   C. Present perfect and past perfect subjunctive
   D. Progressive tenses
      1. Present vs. present progressive
      2. Imperfect vs. imperfect progressive
      3. Preterite vs. preterite progressive

III. Vocabulary
   A. Expanded vocabulary through reading, writing, and study of word families
   B. Content under Levels I and II
   C. Forms listed under Morphology and Syntax
   D. Content of basic items
      current events
      social problems
      education
      government
      history

IV. Culture--More detailed study of topics in Levels I and II, with emphasis on Spain, conducted in the language as much as possible
   A. The people
   B. The geography
   C. History--Spain
   D. Selections from literature and poetry
   E. Music
   F. Art
      1. Spanish classical painters such as Velazquez, Goya, El Greco
      2. Modern Spanish painters such as Picasso, Dali, Miro
   G. Relationships with North America
   H. Topics of individual interest

SPANISH

Level IV

Minimal Course Content

I. Phonology
  A. Review of points in Levels I-III
  B. Reinforcement of auditory discrimination of consonant sounds
  C. Reinforcement of contrast between unstressed and stressed vowels
  D. Reinforcement of linkage
  E. Further development of normal conversational speed
  F. Concentration upon words in which phonology affects meaning

II. Morphology and Syntax--Reinforcement of items in Levels I-III

III. Vocabulary
  A. Expanded vocabulary covering normal conversation
  B. Expanded recognition vocabulary including literary forms, words, and expressions

IV. Culture
  A. Continuation and expansion of topics in Levels I-III
  B. Cultural heritage and problems of Spanish-Americans
  C. Acquaintance with Spanish-language newspapers and radio programs
  D. Topics of individual interest

GERMAN

Level I

Minimal Course Content

- I. Phonology
    - A. The German alphabet
        - 1. Pronunciation of letter sounds
        - 2. Additional letters that are not in the English alphabet
    - B. Vowels
        - 1. Short and long sounds of a, e, i, o, u
        - 2. Rule of the double consonant
        - 3. Rounded vowels: long and short sounds of a, o, u
        - 4. Combined vowels: ei, ie, au, ai, eu, au
    - C. Consonants, with emphasis on new and troublesome sounds, such as
        - 1. d at the end of a word
        - 2. j
        - 3. s at the beginning of a word or between vowels
        - 4. v
        - 5. w
        - 6. z
        - 7. Silent h
        - 8. b before s or t; final b
        - 9. g before s or t; final g
        - 10. Final e
        - 11. l
        - 12. r
        - 13. s
        - 14. v in words of foreign origin
    - D. Special sounds represented by letter combinations
        - 1. ach
        - 2. ich
        - 3. final -ig
        - 4. ch
        - 5. chs
        - 6. ck
        - 7. dt
        - 8. sp
        - 9. st
        - 10. B (sz)
        - 11. sch
        - 12. kn
        - 13. pf
        - 14. qu
        - 15. th
        - 16. ng

E. Dental sounds
F. The glottal stop
G. Stress
H. Intonation in statements, questions, and commands
I. Differences and similarities in punctuation marks and usage of punctuation
J. Syllable division in writing and printing

II. Morphology and Syntax
  A. Nouns
    1. Gender
      a. compounds
      b. determined by suffixes
    2. Number and formation of plurals
    3. Capitalization
    4. Four case forms and declension
      a. regular forms
      b. common irregular forms
    5. Possession of proper nouns vs. common nouns
  B. Articles
    1. Definite: declension of the four case forms
    2. Indefinite: declension of the four case forms
    3. Use with nouns
  C. Pronouns
    1. Personal pronouns: declension of the four case forms
    2. Formal (polite) forms vs. informal (familiar) forms
    3. Agreement of pronouns with nouns
    4. Demonstratives: declension of the four case forms
    5. Interrogative pronouns
    6. Indefinite pronouns
    7. Reflexive pronouns (see verbs)
  D. Adjectives
    1. Common descriptive adjectives
    2. Possessive adjectives (ein-words and kein): declension of the four case forms
    3. Demonstrative adjectives (der-words): declension of the four case forms
    4. Agreement with nouns
    5. Predicate adjectives

- II. Morphology and Syntax, continued
  - E. Verbs
    - 1. Tenses--indicative mood
      - a. present tense
      - b. simple past (narrative)
        - (1) regular (weak) verbs
        - (2) irregular (strong) verbs
          - (a) changes in the 2nd and 3rd person singular
          - (b) with connecting e
          - (c) omission of s in the 2nd person
      - c. perfect tense (conversational past)
        - (1) formation of the past participle
          - (a) regular
          - (b) irregular
          - (c) separable and inseparable prefix verbs
        - (2) use of haben vs. sein as auxiliary
      - d. future tense
    - 2. Auxiliary verbs
      - a. sein
      - b. haben
      - c. werden
    - 3. Modal auxiliaries (present tense)
      - a. forms
      - b. meanings
    - 4. Reflexive verbs
    - 5. Special constructions
      - a. heissen
      - b. wissen
      - c. tun
      - d. es gibt vs. es sind
    - 6. Dative verbs
    - 7. Verbs with separable prefixes
    - 8. Impersonal verbs
    - 9. Common verbal idioms
    - 10. Imperative mood
      - a. formal or polite command forms
      - b. informal or familiar command forms
      - c. irregular command forms
  - F. Prepositions
    - 1. Prepositions governing the dative case
    - 2. Prepositions governing the accusative case
    - 3. Prepositions which may govern either the dative or accusative cases
    - 4. Prepositions governing the genitive case
    - 5. Contractions
    - 6. da-compounds
    - 7. wo-compounds
    - 8. Common idioms, with emphasis on those used differently from English
  - G. Adverbs
    - 1. Common adverbs of time, place, and manner
    - 2. Position of adverbs of time, place, and manner

- H. Conjunctions
  - 1. Coordinating
    - a. und, oder,denn, aber, and sondern
    - b. aber vs. sondern
  - 2. Subordinating
    - a. dab
    - b. ob
    - c. wenn
- I. Uses of the four cases
- J. Negatives
  - 1. Common negative words
  - 2. Word order
- K. Questions
  - 1. Common question words
  - 2. Word order
    - a. order without question words
    - b. order using question words
    - c. difference from English use of "do"
- L. Word order
  - 1. Normal word order (NWO; S-V) and its use
  - 2. Inverted word order (IWO; V-S)
    - a. in questions
    - b. when the subject is not the first word in a sentence
  - 3. Transposed word order (TWO) used in dependent clauses
  - 4. In compound tenses
    - a. perfect tense
    - b. with modal auxiliaries (delayed infinitive)
  - 5. Position of the direct and indirect object nouns and pronouns

III. Vocabulary

- A. Number of basic items
  - 1. Listening vocabulary of approximately 1000 items
  - 2. Speaking skill of approximately 800 words and 500-800 expressions
  - 3. Reading skill of approximately 1200 items
  - 4. Writing skill of approximately 800 words and expressions
- B. Content of basic items
  - forms listed under Morphology and Syntax
  - greetings and leave-taking
  - introductions and expressions of courtesy
  - numbers, simple arithmetic, and dates
  - time expressions
  - classroom objects
  - colors
  - clothing and personal items
  - family
  - seasons, months, and time expressions
  - weather
  - holidays
  - nature and animals
  - sports
  - transportation, city buildings, and streets
  - money and shopping
  - parts of the body and health
  - foods
  - parts of a house and furniture

IV. Culture
  - A. The people
    - 1. Behavioral patterns and gestures
    - 2. Social conventions and manners
    - 3. Heroes
    - 4. Famous people
  - B. Introductory geography of German-speaking people
    - 1. Physical
    - 2. Economic
  - C. Music
    - 1. Folk songs
    - 2. Music for listening
    - 3. Famous musicians
  - D. Beginning literature
    - 1. Folk tales and legends
    - 2. Fairy tales

GERMAN

Level II

Minimal Course Content

- I. Phonology
  - A. Review of items in Level I
  - B. Additional speaking practice for increased accuracy, fluency, natural intonation, and rhythm
  - C. Sharpening of pronunciation skills through listening and listening-reading practice
  - D. Pronunciation of foreign words, especially those from French
- II. Morphology and Syntax
  - A. Perfect the use of items listed in Level I
  - B. Nouns
    - 1. Review of items in Level I
    - 2. Additional emphasis on formation of plurals
    - 3. Additional emphasis on declension
  - C. Pronouns
    - 1. Review of items in Level I
    - 2. Relative pronouns der, dessen, dem, den
    - 3. Indefinite relatives
  - D. Adjectives
    - 1. Review of items in Level I
    - 2. Declension
    - 3. Comparisons
  - E. Verbs
    - 1. Indicative mood
      - a. review of tenses in Level I
      - b. past tense of modal auxiliaries
      - c. mixed or irregular weak verbs, present, past, and perfect
      - d. dative verbs
      - e. inseparable prefix verbs
      - f. past perfect tense
        - (1) of weak and strong verbs
        - (2) of modals
        - (3) of modals with an infinitive
      - g. infinitive
        - (1) "double infinitive" constructions
        - (2) with zu
        - (3) without zu
        - (4) with anstatt, ohne, and um instead of the English participle
    - 2. Subjunctive mood
      - a. formation of the present and past
      - b. use
        - (1) in indirect discourse
        - (2) in indirect questions
        - (3) in indirect commands or requests
        - (4) in unreal, contrary-to-fact conditions

- E. Verbs, continued
    - 3. Conditional
    - 4. Passive voice
        - a. formation
        - b. substitutes for the passive
        - c. the "false" passive
    - 5. Word order
        - a. review of NWO, TWO, and IWO
        - b. subordinating conjunctions and TWO in depth

III. Vocabulary

- A. Number of basic items above Level I
    - 1. Listening vocabulary of approximately 1200 items
    - 2. Speaking skill of approximately 1000 items
    - 3. Reading skill of approximately 1500 items
    - 4. Writing skill of approximately 1000 items
    - 5. Recognition of words frequently confused
- B. Content of basic items
    - forms listed under Morphology and Syntax
    - content listed under Level I
    - vocabulary associated with new items under Culture
    - ordinals, enumeratives, and fractions
    - metric weights and measures

IV. Culture

- A. Addition of more detailed study of Switzerland, Liechtenstein, and Austria
- B. Geography--a more detailed study than on Level I of cities, rivers, mountains, etc.
- C. History--some of the main historical figures, such as Karl der GroBe and Friedrich der GroBe
- D. Music--major musicians, such as Beethoven, Bach, Mozart, Wagner, Handel, and their works
- E. Art--major artists, such as Durer, Holdbein
- F. Special events--such as the Passion Play, Oktoberfest
- G. Literature
    - major writers such as Goethe, Schiller, Lessing
    - poetry
    - legends, such as Siegfried
    - folk tales, such as Till Eulenspiegel and Munchhausen
    - fairy tales
    - scientists
    - Gutenberg and the printing press
    - political figures
    - Germans in America, such as Carl Schurz, Muhlenberg, Sauer, Herkimer, and Zenger
    - German-speaking communities and customs in the United States

GERMAN

Level III

Minimal Course Content

- I. Phonology
  - A. Reinforcement of items in Levels I and II
  - B. Differences between standard German and dialects
  - C. Introduction to Fraktur
- II. Morphology and Syntax
  - A. Reinforcement and expansion of all points in Levels I and II
  - B. Pronouns
    - 1. Possessives
    - 2. Reciprocals
  - C. Adjectives
    - 1. As nouns
    - 2. Indeclinable adjectives
    - 3. Forms derived from adverbs
  - D. Participles
    - 1. Formation of present participle
    - 2. Use of participles as adjectives and adverbs
  - E. Verbs
    - 1. Verbs which take two accusatives
    - 2. Future perfect tense
    - 3. Conditional mode
    - 4. Subjunctive mode
      - a. formation of present perfect and past perfect
      - b. uses of above
      - c. contrary-to-fact sentences in the present
      - d. to express possibility in the past
      - e. to express doubt or uncertainty
      - f. to express wishes
      - g. to express imaginary comparison
      - h. to express purpose after the conjunction damit
      - i. idioms using subjunctive forms
  - F. Adverbs--the translation of when
  - G. Dative case
    - 1 Verbs governing the dative
    - 2. Dative of interest
    - 3. Dative of possession
    - 4. Dative after certain adjectives and verbs
    - 5. Time expressions with dative prepositions
  - H. Genitive case
    - 1. Adjectives governing the genitive
    - 2. Verbs used with the genitive
    - 3. Adverbs and nouns in the genitive to express customary action
    - 4. Genitive case of nouns to express indefinite time
    - 5. Omission of the genitive with nouns directly following a noun of number, weight, or measure
  - I. Word order--review and reinforcement of points in Levels I and II, with emphasis on IWO, TWO, position of adverbs, objects, and negatives

II. Morphology and Syntax, continued
   J. Punctuation--special features of punctuation, especially those not related to phonology

III. Vocabulary
   A. Continued use of content under Levels I and II
   B. Forms listed under Morphology and Syntax
   C. Vocabulary expansion
      1. Through reading, writing, and study of word families
      2. By means of inseparable prefixes
      3. By means of suffixes
      4. By means of nouns derived from verbs
      5. By means of idioms
   D. Content of basic items
      current events
      social problems
      government
      history
      vocations
      school life

IV. Culture
   A. The two Germany's
   B. Mass media--newspapers, radio, and TV; personalities and programs
   C. Literature
      poetry
      works by well-known modern authors, such as Mann, Brecht, Boll, Grass, Brecht
      writings of W. Busch, Kastner
      Epic poems--Nibelungenlied

GERMAN

Level IV

Minimal Course Content

I. Phonology
   - A. Review of points in Levels I-III
   - B. Further emphasis on contractions and dropping and adding of syllables
   - C. Further development of normal conversational speed
   - D. Further development of rhythm and intonation
   - E. Further readings in Fraktur type for letter/sound association

II. Morphology and Syntax
   - A. Reinforcement of points in Levels I-III
   - B. Addition of many exceptions and subtleties, such as
      - 1. Formation of nouns from verbs
      - 2. Intensive pronouns
      - 3. Reciprocal pronouns
      - 4. Special uses of articles
      - 5. Special uses of the dative
      - 6. Special uses of the accusative
         - a. with adjectives of measure
         - b. with definite time
         - c. with dates
      - 7. Translation of the latter and the former
      - 8. Special uses of es as introductory subject without regard to gender
      - 9. Exceptions involving adjective endings
      - 10. Variable prefix verbs

III. Vocabulary
   - A. Emphasis on developing an active vocabulary
   - B. Differences between spoken and written vocabulary
   - C. Differences between contemporary and older literary forms
   - D. Expansion through topics and activities of student interest

IV. Culture
   - A. Content and expansion of topics in Levels I-III
   - B. Addition of topics, such as:
      - 1. Dramatic arts
      - 2. Language origins
      - 3. English works translated into German
      - 4. Sculpture
   - C. Topics of individual interest

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FOREIGN LANGUAGE INSTRUCTIONAL AIDS
and
RESOURCE INFORMATION

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TEACHER RESOURCES AND TECHNIQUES

Appendix A

TEACHER SELF-DIAGNOSTIC TEST

A bumper sticker on a milk truck recently announced, "Our cows are not content; they are anxious to do better." Foreign language teachers too are anxious to do better; but before attempting to improve a program, it is necessary to find out what is being done that is succeeding and what is not.

First of all, let's try to assess what we have going for us:

1. Communication between nations and individuals was never more obviously vital (nor more in need of a transfusion) than today. We have only to read the newspapers for this constant reminder. All the basic conditions which led to the wartime and post-Sputnik upsurge in language interest still prevail. The only thing that has changed is the first shock of inadequacy has worn off and the pendulum has swung back as it inevitably must. Somehow we must keep alive this consciousness of linguistic inadequacy and not allow the nation to settle back into complacent indifference.

2. Cultural understanding was never more obviously needed than today. Other disciplines have recognized this and have done research which can greatly help us in our task. Have we, perhaps, on the other hand retreated into our ivory tower surrounded by our cultural stereotypes? Have we failed to make use of these deepening insights and allowed our public to forget that speech and anthropological culture are so deeply interrelated that an understanding of neither can be truly complete without an understanding of the other? It is our job to make this clear, and no one else will do it for us!

3. The search for personal identity is the keynote of modern education for modern youth. Perhaps it always has been, but the youth of today are more articulate in their recognition of this fact than previous generations have been. No other discipline can more effectively hold up mirrors of identity to aid a young person in this search. He is made aware of the existence of other thought patterns as reflected by a new linguistic approach to problems of expression. He can measure himself and his society against the customs and individuals of many cultural backgrounds and time periods. Unless these possibilities for self-revelation and evaluation are emphasized, however, the young person who most eagerly seeks them may miss the point and be the first to cry "irrelevancy."

4. In the same vein many young people are deeply concerned about developing for themselves a "life-style" different from that of their parents--less materialistic, frenetic, and conventional, and more individualistic, meaningful, and sincere. Language study gives them the opportunity to examine other life styles. This is particularly true of the study of literature, of course, but it need not be lacking even in the early stages if texts are carefully selected and the teacher is alert about interpreting them.

5. Language learning can be fun. It is exceptionally satisfying because progress can be so apparent. The variety of approaches is as great as the teacher's ingenuity. There is always the glamour of foreign travel which becomes increasingly available with each passing year.

The possibilities for relevancy are all there. Now, how well are we making use of them? Let's not worry about "the profession" right now; let's worry about ourselves as individual teachers. If each of us is genuinely concerned about his own effectiveness as a language teacher, "the profession" will pretty much take care of itself. Let's try the self-diagnostic test below:

Teacher Self Diagnostic Test

A. Do I bore my students to death?

1. Do I place such importance on "getting through" a prescribed number of lessons that my nose, as well as that of my students, is always on the grindstone? Or is my schedule flexible enough to allow for relevant interruptions and changes of direction? In other words, am I always "up tight?"

2. Do I underestimate my students' intellectual capacity and gear the progress of the class to the lazy rather than stimulating the lazy to work up to their ability? Nothing can be more boring.

3. Is humor and controlled fun a part of my program, or do I pride myself on being all business?

4. Is my drill mere repetitious parroting, or does it begin the transition to true, stimulating communication--factual and creative--through its content? Before the student can become truly interested he must feel the satisfaction of producing something himself. Originality and self-expression, though necessarily limited in scope, must be involved.

5. Have I learned that a flank attack on grammar is often more effective than a frontal attack? Do I present new syntactical items in context and in contrast rather than as isolated, unrelated phenomena?

6. In my sincere desire to convey grammatical understanding do I ever resort to long, detailed explanations which cause both me and my students to lose sight of the forest for the trees?

7. Am I ever guilty of using laboratory drill beyond the point of no return without regard for the creeping boredom that can so quickly (and often permanently) replace enthusiasm?

B. What is the frame of reference for my ideas of what is relevant? Or do I consider the matter at all?

1. Do my ideas concur more closely with those of my own student

days or those of my students who literally live in another world problem-wise and interest-wise? In other words, am I teaching for myself and my generation or for them?

2. Am I even aware of their problems and interests, or have I isolated myself, feeling that my best refuge against changing standards of which I do not approve is refusal to acknowledge their existence? We may have a sort of resilient optimism born of having weathered other storms; they are often crushed by the youthful pessimism engendered by their first brush with raw reality. The unrest of these aware ones is contagious, and it is little wonder that they demand fast-moving instruction relevant to these conditions--and reassurance.

3. Have I learned to incorporate legitimate student concerns, both large and small, into my teaching so that my students are made aware, at least indirectly, that the language is "here and now" instead of "long ago and far away?"

4. How well do I actually know my students individually? Am I an example of the cultural change from the stereotype of the spinster teacher whose whole life was her classroom to the impersonal, sometimes indifferent professional, or have I learned to chart a middle course?

5. If relevance, like beauty, is in the eye of the beholder, have I honestly tried using what seems relevant to the student, offbeat or narrow and limited though it may seem to me, as a point of departure for reaching toward broader interests and wider horizons? This expansion of horizons is, in the final analysis, what teaching is all about, regardless of discipline.

6. Do I read widely enough or maintain close enough contact with the youth of countries where the target language is spoken to convey to my students a sense of actuality in vocabulary as well as in cultural thought trends?

7. Do I recognize that the goals, the needs, and the capacities of my students are not identical and that success cannot, therefore, be measured in the same terms?

C. Have I succeeded in individualizing my instruction?

1. Do I take into account that the student reaction against the industrial mass production which has been reflected in our educational system is basic to the student revolt?

2. Do I recognize that the goals, the needs, and the capacities of my students are not identical and that success cannot, therefore, be measured in the same terms? Am I truly aware that great ingenuity, and love, and patience may be required to make my course meaningful for a significant number of them?

3. Can I accept the individual student where he is academically and take him from there?

4. Do I ever indulge in the temptation to "put down" the student rather than building up his self-confidence by recognizing his abilities and accomplishments, limited though they may seem?

D. What about me? Am I an effective representative of the foreign language teaching profession?

1. Do I continue to grow and mature, or did all growth stop when I left college? (This has nothing to do with age.)

2. Does professionalism have a place in my life? Do I consciously try to improve my training and proficiency, or have I settled down into a comfortable rut?

3. Do I support and am I supported by professional organizations? If they do not come up to my hopes and expectations do I use this as an excuse to abandon them? Or, do I consider this an incentive to get in there and push to improve them and the profession, realizing that no organization is better or more productive than its individual members? One enthusiastic member interacting with others can change the whole complexion of the situation.

4. How recently have I been abroad? Have I fallen into the snare of expecting the government or some other agency to motivate and finance my improvement efforts, or am I self-propelling?

5. Am I traditional and imitative rather than creative in approach?

6. Are my presentations static and lazy rather than energetic?

7. Are my preparations sloppy and impromptu rather than planned and careful and reaching toward a definite objective?

8. Am I aware of and using the best results of linguistic research?

9. Have I taken the time to learn to use such technological developments as the language laboratory and audio-visual equipment effectively?

10. Do I channel my enthusiasm, generally speaking, and stay off of bandwagons?

11. Do I formulate long-range objectives or do I merely follow a book?

12. Are my goals and objectives realistic without being watered down?

13. Do I make use of a variety of approaches to accomplish an objective, and do I fully realize that cultural values and immediacy can stimulate interest and accomplishment in learning the basic skills?

14. Am I able to interpret sympathetically and first hand the culture of the countries where the target language is spoken, and the political and sociological changes which are taking place there?

15. Do I make full use of outside activities and human resources in the community to motivate and stimulate interest and cultural awareness?

16. Am I, through my students and activities, helping to create a community awareness of the cultural heritage and contribution of foreign-language-speaking minority groups in the community? This sort of awareness pays added dividends when the value of learning a second language is questioned.

17. Am I selective in my literary choices for class study, considering suitability in terms of the age, linguistic readiness, and interests of the readers as well as the literary value and cultural impact? Since reading in the early stages is necessarily limited, perhaps the first requisite in such selection should be that it not kill the interest of the would-be scholar by excessive difficulty or by lack of immediacy. One test might be to ask whether or not the selection has anything to say to this generation. Is it evocative to the point that the student thinks, "I have been there!" Does it help him, perhaps by historical approach or cultural comparisons, to a better understanding of today's problems? Does it hold up a mirror in which he can catch glimpses of his own reflected identity?

18. If I am bound to an adopted text not of my choice, am I imaginative in adapting and supplementing that text or do I use it as an excuse for ineffective teaching? Do I actively agitate, meanwhile, for something more usable when the time comes to adopt another?

19. Do I recognize the value of public relations, and do I try to acquaint others--administrators, counselors, the community, and above all the students themselves--with the benefits of foreign language study? These are so clear and self-evident to those of us in the profession that we sometimes wait until it is too late to do the job of educating others. Remember that if the students themselves are sold, they will be your best press agents and their enthusiasm will go far toward selling parents and administrators.

20. Do I ever take the easy way of courting popularity by watering down my courses? Whether or not this is the age of the great "Cop Out," simplification is considered an acceptable solution to many problems by many people. Students are not easily fooled, however. They recognize and reject lack of substance even while they seem to be lapping up a snap course. The end result is not satisfying for anyone.

21. Do I present a well-balanced course, neither neglecting nor emphasizing unduly any one skill?

22. Do I frequently get "hung up" on culture, thus becoming an easy mark for diversionary tactics in the classroom? Students are quick to take advantage, and culture is best administered in small doses.

23. Do my testing methods fairly measure the skills I have presented and emphasized in the classroom? Are they ever punitive rather than being a diagnostic teaching aid?

This check list is for you and me, and no one else needs to know how we stack up. Anyone who finds no flaws in his procedures is either a paragon among pedagogues or a disaster area when it comes to self-evaluation. If, after seeing our weaknesses, each of us sets about trying conscientiously to improve his own performance there is real hope that this preventive medicine may make unnecessary the amputation predicted by the prophets of doom. The healthy profession is the one that sees its weaknesses, and the alert teacher sets about strengthening the supports of his pedagogical structure before it can be destroyed by the winds of resistance and change or the termites of apathy and indifference.

Appendix B

ENCOURAGING FOREIGN LANGUAGE STUDY

To encourage the study of foreign language, the following ideas are suggested.

Promotional Activities Outside the Classroom

- Send letters to the parents of incoming students stating what benefits students derive from the study of foreign language.

- During spring registration, conduct a promotional campaign in your school and all of its feeder schools (especially the elementary schools) to sell the idea of foreign language learning. Put up bulletin boards in these schools. Give announcements on the public address system in the foreign language (accompanied by some English explanations, naturally!). Be sure to recruit your own students to help conduct the campaign. Remember that a satisfied customer makes the best salesman.

- During the school year, volunteer to teach short (15 minute) foreign language sessions periodically at your nearby elementary feeder school. Regular visits such as these not only create enthusiasm for foreign language study in these youngsters, but they also do wonders for your morale. Whenever you feel a need to revitalize your "raison d'etre" as a teacher, just visit the nearest elementary school and look at the faces of the primary grade students.

- When your class or foreign language club plans an activity or social function (festival, party, dance, etc.), see if you can get pictures into the school paper, the year book, and perhaps even the local newspaper.

- Evening courses for parents would be a lot of extra work, but for good public relations builders they are unequalled (the community school concept).

- Christmas programs can be put on cooperatively by the different languages of the department (skits, activity booths, foreign food dishes, etc.)

- Have bumper stickers printed; e.g., "Say it in French," "Get Ahead, Learn Another Language," etc.

- Have your students use the silk-screen process to print foreign language expressions on T-shirts.

- Make announcements of coming foreign language club activities in the target language over the public address system. The same thing also might be done during half time at the football game. (If you have some really courageous students, they might be able to talk their favorite disc jockey into some free spots over the local radio station.)

- Try the old "rename your class" trick. The traditional names, Spanish I or German II, etc., really don't sound all that appealing. How about "The French Way of Life," "Modern Mexico," or "German Teenage Life Styles."

- To attract more students, you might consider departing from the traditional college prep type course and try a minicourse approach. Some possible 9-week course titles would be:

  - A mini-secretarial course on business letter writing in the foreign culture. (Books are available to help you introduce these skills.)

  - The French cuisine. (A multi-disciplinary course in conjunction with the home economics department.)

  - Social implications of the Chicano movement. (A great deal of material is currently available on this topic.)

  - Contemporary writers. (This course might even be done in translation for beginning language students.)

  - European sports.

  - The peoples of South America.

- Participate in and actively support student foreign exchange programs: American Field Service, Amity Institute, American Host Program, Youth for Understanding, Outward Bound, People to People, Experiment in International Living, Rotary International Exchange Program.

- Include feeder schools in foreign language activities.

- Put up bulletin boards in strategic locations in the school to publicize the value of foreign language study. Make signs for the hallway.

- Set up weekend camps. Organize a total immersion foreign language experience at a developed camp site complete with border guards, foreign currency (fake or real), foreign food, foreign language signs, and culturally authentic activities.

- Distribute articles on the value of foreign language study to school boards and administrators.

Promotional Activities Within the Classroom

The most obvious and most effective promotion of foreign language study in your school is a more effective class. The following classroom promotional ideas are presented here for your consideration:

- Have students write a paragraph on the "value of foreign language study."
- Subscribe to a foreign teenager magazine. By using an opaque projector, the students can share such things as:
    - Gossip columns
    - Fashions and styles
    - Sports
    - Horoscope predictions
    - Jokes and cartoons
    - Advertisements
    - Letters to the Editor
- Students could translate and act out popular American television commercials.
- Have students write, produce, and record a soap opera. (Video taping can be even more fun.)
- Students can also write their own dialogs and present them to the class with field expedient stage props; i.e., a confrontation with father, or an awkward dating situation.
- Learn the words of songs from the "top 10" on the popularity rating charts of the target country.
- Translate humorous greeting cards.
- Draw cartoons and attach appropriate captions.
- Have foreign comic books, joke books, and fairy tales available for the students (Peanuts, Asterix, etc.)
- Advanced classes might enjoy recordings of famous plays done by professional actors.
- Publish a foreign language newspaper.
- Write articles in the target language for the school paper.
- Have students write notes and letters to foreign language students in other classes or other schools.

- Foreign pen pals or tape pals are tremendous for bringing relevance and enthusiasm to the classroom.
- Make every effort to get native speakers into the classroom, when available; e.g., exchange students and residents of the community.
- For diversion, games can be a fun learning experience--Scrabble, Password, Twenty Questions, crossword puzzles, hangman.
- With the help of students, put up timely and culturally authentic bulletin boards.
- Serve and when possible have students prepare foreign dishes.
- To facilitate large or small group conversation work, select a picture from a foreign magazine and have each student say something about the picture. When known vocabulary is exhausted, students might consult a dictionary and then continue the process.
- Whenever possible, take your group on an excursion outside the classroom (a walk through the park, a trip to the supermarket, etc.) These excursions offer great opportunity to learn vocabulary in a meaningful way. They also provide a perfect means for pointing out culturally significant similarities and differences between their own culture and the one they are studying.

Appendix C

INDIVIDUALIZING INSTRUCTION

Definition

As used in this Guide, the term "individualized instruction" is defined as "any learning activity or teaching strategy which is based on the philosophy that you can't expect all students to learn at the same pace and in the same way!" The idea of tailoring instruction to meet individual needs has been with us for some time, but until recently very little has been done to put this commendable theory into practice. Individualized instruction in this guide will denote a highly structured environment wherein the nature of the required tasks will be clearly understood and each student will be held accountable for his own progress.

In addition, an individualized classroom must not be considered as one in which students are continuously working independently. Given the usual student-teacher ratio, it would be virtually impossible for one teacher to adequately facilitate the learning of some 30 to 35 foreign language students. It would also be undesirable for students to work totally independent of their peers. There are some obvious advantages to be gained from the interaction of students in a large group setting. A classroom would therefore be considered individualized if there were a combination of small group activities, independent study, and periodic activities involving the whole class.

The Rationale for Individualized Instruction

If a person has learned to speak his native language, he can also learn to speak a second language. It will just take a little longer for some. Learning a second language undoubtedly helps people grow in their ability to think and reason, to express themselves, and to understand other people. These are qualities that all students should develop.

This being the case, the foreign language teaching profession must encourage all students to avail themselves of this opportunity. But, to accommodate a much wider range of student learning rates, interests, needs, and abilities, alternative teaching styles should be utilized.

It does not take very long for a new foreign language teacher to realize that some students have a real interest in learning a language and perhaps even have plans of following a linguistic profession, while others have only a secondary or passing interest in learning a language. Some students can learn to use a second language simply by hearing what was said, while others need to see what was said in writing and analyze it before they are ever able to use that particular structure. Some students want to concentrate on learning to read and write the new language. Some students are able to work independently while others need more teacher direction. Some students have reached the point where they can enjoy and profit from a study of the literature of the people who speak this language, while others are not yet ready to appreciate its value. In addition, all students must be helped to understand the culture of the people under study (their value systems and life styles).

The list of different needs and learning styles of students is endless, but if more and more learners are to share the enchantment, pleasure, and personal growth that come with learning another people, everything possible must be done to see that the doors remain wide open and that the welcome mats are permanently placed.

Traditionally, it was determined that in setting goals a certain textbook be covered before the end of the year. That is precisely what happened. Students may have covered the book, but far too little of this material was ever internalized to the point where it could be readily used in a meaningful way. The quantity of material presented should give way to better quality in its use. For example, the typical level I foreign language textbook usually presents far too many concepts for most students to digest in one 9-month period.

To improve efforts in teaching for mastery, a system of continuous progress should be implemented whereby each student would be required to demonstrate proficiency in a certain skill or concept before he would continue.

The foreign language program would be strengthened immeasurably by implementing such a system and by doing a better job of developing in students a more realistic expectation of the language learning process.

Another compelling reason for exploring the possibilities of a student-centered classroom is that in such an environment much of the responsibility for learning is placed on the student where it belongs. School settings in which learning activities are closely directed by the teachers tend to restrict the development of the student's creativity, his ability to learn how to learn, and his potential for becoming a self-starter.

In an individualized or continuous progress program, instead of using the Carnegie-unit system in which credit is assigned according to the length of time spent in a certain class, credit should be related more to student accomplishment.

In a classroom where competition for grades is minimized, a spirit of cooperation among students is more easily generated. Instead of an able learner withholding information from a less able classmate for fear that the class "curve" be affected, he is more apt to help his neighbor in a task-oriented classroom as opposed to a grade-oriented setting. Furthermore, a student oftentimes is able to explain a difficult concept to a classmate when the teacher, overlooking some point, could not.

It is true that our society thrives on a competitive atmosphere, but schools still have the responsibility to teach and promote the value of cooperation.

At this point, a note of caution would be appropriate. Proponents of individualized instruction are the first to admit that this kind of an approach guarantees no cure-all. They caution foreign language teachers to avoid the bandwagon effect.

Some teachers have totally discredited the audio-lingual method or the language lab because they did not turn out to be the panacea it was hoped they would be. But to discount entirely the use of the audio-lingual idea or the use of language laboratories would be a mistake. The language lab is still being used effectively by many teachers. The way the lab is used, as well as its physical make-up, has been modified considerably, but the idea still has a place in language learning. Similarly, many teachers have learned to use the audio-lingual method to great advantage. It has been found, however, that "parroting," or memorizing simple-minded dialogs, and excessive drilling of structure out of meaningful context can have a self-defeating effect on the learner's progress. But many of the other techniques associated with the direct or audio-lingual method can still be very helpful.

Summarizing the Rationale

In summarizing the rationale in favor of an individualized foreign language classroom, it is clear that many of the ideas associated with the concept deserve careful consideration. If your program has not yet reached the point where you feel you have "arrived" and if you are willing to invest many extra hours of work, the following section might be of interest to you. Remember, you don't have to "buy" the whole package. Consider each suggestion in light of your own particular set of circumstances.

How to Get Started On an Individualized Program

- Read all you can about other individualized programs. Current foreign language literature and journals are filled these days with information concerning this subject.

- Attend professional meetings to hear first hand what is being said about the subject and to visit with those teachers who are individualizing their classrooms.

- Seek permission to visit an individualized classroom.

- Prepare a written description of the kind of individualized program that you eventually hope to see in your local program.

- Begin by identifying those elements of your new program which you are confident can be successfully carried out during the coming school year.

- Present your plan to your administrators and school counselors. Have alternative plans available.

- Keep administrators and parents fully informed of what you are doing and why.

- Select a particular class or a level to serve as your pilot group (A second-level class oftentimes works best).

- Be patient; don't try to do too much too soon. The best individualized programs in existence today took years to organize; but according to their developers, the time and effort have paid off in programs filled with enthusiastic students.

What Materials, Equipment, and Special Facilities Are Needed to Conduct an Individualized Program?

It would, of course, be very difficult to offer definitive answers to these questions. The guide will simply present some alternatives and report on the individualized programs which have been studied or have been observed in operation.

Most individualized classrooms have areas set aside for group work, large or small, as well as work areas designed for independent study. These areas are partitioned off to minimize the distraction which is inherent in a classroom where many activities are going on simultaneously. Very often moveable chalkboards or book shelves will serve as room dividers. For individual work, learning carrels can be built around the perimeter of the room facing the wall. This arrangement provides privacy but still permits easy access to the rest of the room. Many of these booths are equipped with cassette recorders. It is also possible for one cassette to serve several students at the same time through the use of earphones and connecting jacks. In several instances, fixed language labs have been dismantled and the booths repositioned around the room. This allows more flexibility to a room which previously had very limited use. Carpet in such a classroom would, of course, diminish the noise problems which occur in a multi-activity setting.

It will also be necessary to begin a collection of recorded materials. Cassette tapes which run 10 to 15 minutes per side are very convenient for individualized or small group work. The teacher will then be able to select structure drills which focus on a desired grammar concept and transcribe these drills onto the cassette in a more usable sequence (consult your A-V person for how-to-do details.) Dictation also can be recorded on tape to facilitate individual learning. In addition, vocabulary lessons, popular songs, and cultural information can be recorded on cassette to supplement the listening comprehension library. A library of printed material should also be compiled. Paperbacks, comic books, magazines, and newspapers, fairy tales, teenage publications, as well as a wide variety of hardbound copies, will provide for a variety of student interest within the foreign language classroom.

Be sure to visit the nearest college foreign language media center to see what materials you can borrow or perhaps even transcribe onto cassettes for permanent use in your own classroom.

Be sure to have on hand current copies of catalogs from all the companies that specialize in foreign language realia.

Catalogs for Supplemental Materials

The selection of useful and interest-building supplemental materials has grown increasingly more impressive within the past few years. To obtain all types of realia for your classroon, slides, filmstrips, records, paperbacks comic books, magazines, and games such as Scrabble and many others, write for the catalogs of such companies as:

Continental Book Co., Inc
89-25 130th Street
Richmond Hill, NY 11418

Gessler Publishing Co.
131 East 23rd
New York, NY 10010

Wible Language Institutes
24 South 8th Street
Allentown, PA 18105

National Textbook Co.
8259 Niles Center Road
Skokie, IL 60076

TAVOR Aids
P.O. Box 282
Forest Hills, NY 11375

Learning Activity Packets

Filing cabinets and additional shelf space will be required to keep track of individual records and learning activity packets (LAP). A learning activity packet can be described as a set of directions or a "road map" which serves to guide the student through a unit of study. An LAP would usually include such elements as:

- Clearly stated goals and objectives for the unit
- Suggested learning activities which the student performs to reach the stated objectives
- Explanations and examples of newly introduced points of grammar
- Procedural directions for each learning activity
- Worksheet checklists
- Directions and visual materials to structure conversation practice
- Pretests to determine the probability of success on the final unit test

The manner in which the objectives for the LAP are written is critically important. After reading the LAP's objectives, the student should have a clear understanding of what he or she will be expected to do or demonstrate at the conclusion of the unit. In writing LAP's, the use of such vague behavioral terms as "to learn," "to understand," "to know" are open to too much interpretation. Words such as "to say," "to write," "to recite," "to compare," or "to list" lend themselves to fewer interpretations. After clearly stating the behavior the student will be expected to show, it would be a matter of teacher preference as to how detailed the other elements of a performance objective would have to be. Some writers of objectives insist that the conditions under which the desired behavior will be demonstrated and the accepted level of performance must also be clearly spelled out.

The writing of well thought out objectives for a unit of study not only makes the student's job more clear-cut, but it also helps the teacher focus more precisely on what it is that he or she wants the student to gain from this experience. An examination of all the objectives included in the year's learning activity packets should provide a much better perspective of what takes place during the year and how it can be improved. This recycling of course goals and objectives should be a never-ending process, and students should be given some leeway in determining what has to be done to reach the objectives.

To begin the LAP writing process, it will be necessary to ascertain what skills, knowledge, and attitudes would comprise the basic elements of the course. Decide upon an appropriate sequence of presentation and then begin writing LAP # One. Consult as many basic textbooks as possible for ideas on what information should be presented and in what sequence. Ideas for clearly written grammar explanations, pattern drills, and appropriate cultural information also can be found.

List of Foreign Language Learning Activities

A list of suggested foreign language learning activities that might be included in an LAP is presented here.

Have the student:

- Practice reciting the lines in a dialog. The dialog can be modeled by the teacher, or by an aide*, or by listening to commercially prepared or teacher-prepared tapes. Since the main purpose of this activity is to facilitate meaningful speech production, it is not necessary to have the student memorize the dialog. To simply recite the lines with proper intonation, tempo, and pronunciation is all that is necessary. Remember, try to ensure that the student understands the meaning of what is to be said before asking him to say it.
- Practice expansion and manipulation of the lines in the new dialog Substitution drills, directed dialog drills, free response drills, recombination drills, variation drills, etc., can be used to help the student internalize the material presented in the dialog. The practice can be done independently with the help of a tape or by using the "buddy system." Since language production naturally involves more than one person, such pairing of students can be especially effective in many language learning activities.
- Take dictation, respond to taped structure drills, or complete written workbook activities in order to practice usage of new grammar concepts. Concentrate only on basic structure and make other grammar explanations individually on a need-to-know basis.
- Read appropriate short selections and answer comprehension questions orally and/or in writing. Try to select material that will satisfy a variety of student interests and abilities.
- View a film or filmstrip concerning cultural information and then take a quiz over the central idea.
- Listen to recordings of native speakers discussing some aspect or behavior pattern of the people in the target country and respond orally to questions over main points. The teacher should conduct this interview whenever possible.

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* To individualize effectively, the teacher needs help. Student aides have been utilized successfully in some programs, but it would undoubtedly be much more beneficial for students if the program could eventually be budgeted for some paraprofessional help. The service could be provided by native speakers in the community or by such institutions as the Amity Institute, Box 118, Del Mar, CA 92014, which provides college-age foreign students to work as assistants in the foreign language classrooms.

- Take a visually or orally-cued vocabulary quiz. Since memorizing simple word lists has been shown to be a less efficient method of internalizing new vocabluary, it is recommended that the drilling and evaluation of vocabulary development be done as often as possible within a contextual framework by using visual cue cards, by having the student supply an appropriate synonym, and by having the student fill in the blanks of a paragraph on a topic of high student interest.
- For the sake of variety and diversion, plan activities such as crossword puzzles, games, and the tape recording of student-created dialogs and conversational processes.

SUMMARY

In this section, the concept of individualizing foreign language instruction has been presented. Undertaking such a program will initially necessitate many extra hours of planning and preparation. A turn in this direction will require a modification of the teacher's role. For example the teacher will be asked more often to move back from "center stage" to serve more as a consultant on call to facilitate the learning process.

Appendix D

IDEAS FOR INCORPORATING "CULTURE" IN THE FOREIGN LANGUAGE CLASSROOM

First and foremost, a foreign atmosphere must be created. The classroom should be decorated with posters, flags, magazines, pictures and any other realia that will culturally enrich the "foreign" setting. For the most part, the foreign language should be the primary vehicle for communication. If this rule is established as early as possible, the students will soon accept and welcome the rule.

To integrate cultural subject matter into the comprehensive language program, some of the cultural elements which might be studied must be known. For instance:

- What forms of conduct are approved and disapproved in the foreign country?
- What do the people value the most in their society?
- What rapport exists among them?
- How do they greet each other?
- How do they view love and marriage?
- How do they view humor?
- What are their hobbies?
- How do they view beauty?
- What forms of reward and punishment do they have?
- How do they regard children?
- What are their attitudes towards minorities?
- How do they conduct graduation ceremonies, baptism, funerals?
- How do they view the woman's role in society?

Cultural Learning Activities

The following list includes some learning activities which will help establish a "cultural island" within the school:

Foreign Films: There are many fine ones available now. If the budget will allow only a small expenditure, secure films from the airlines or travel agencies and replace the English sound track by a French, German or Spanish one. This is an excellent and worthwhile project for the students and they will enjoy doing it.

Foreign Cuisine: Bring the unit in your book alive by (a) having the students prepare some exotic dishes at home and bring them to class: (b) by having a cheese festival in class, (c) by observing holidays, festivals, birthdays; the celebration of these occasions via a foreign tea hour. The birthday of a famous man--a whole unit can be built upon this. (A cross-cultural unit on international cuisine and its vocabulary fascinates most students.)

Games and Dances: A comparative study of games indigenous to various countries. Bring out the unusual. The square dance uses French--a la main left and a la main right and dos y dos. Teaching the German Polka is always a fun activity.

Music: Foreign teenage magazines always contain the "top ten" recordings. Order some of these records from music companies (see Appendices) and have the students learn the words of a popular song. Have the class musician accompany the group as you record them performing their masterful rendition. Many students still enjoy learning and singing folk songs.

Poetry: Poetry provides one of the richest sources for learning a new language. Select a poet who enjoys enormous popularity in the target country and then have your students determine what it is about the poem or the poet that attracts so many followers.

"Slang" Expressions in the New Language: Discovering "cool" or "groovy" ways of expressing oneself is a permanent passtime with young people. Have your students read a teenage magazine and make a list of these expressions. If there is a foreign exchange student nearby, try to get him to reveal some of the current teenage slang.

Other ideas worth mentioning are: the exchange of letters and tapes with an English class in the target country (ask around to see if any of your colleagues might know of any teachers in the foreign country); the establishment of a Foreign Language Day or Festival; the invitation of native speakers or college teachers to speak to the class; the participation in Foreign Teacher Aide programs such as the Amity Institute. The production of mini-dramas is a time-consuming activity, but a very rewarding one as well. And, finally, the promotion of an active Foreign Language Club.

Cultural Learning Reference List

There is a growing list of good references to assist the teacher in preparing meaningful culture lessons and they can be found in any of the foreign language profession's journals. To mention a few:

"Teaching for Cross-Cultural Understanding," State Department of Public Instruction, Raleigh, N. C.

"Overcoming Cultural Barriers," Forum 6, ERIC Documentation Service, (ED 019901).

"A Manual in Cultural Sensitivity," ERIC Documentation Service, (SP 01971).

"Cultural Pluralism," Volume 3 of the Britannica Review of Foreign Language Education.

"Perspectives for Teachers of Latin American Culture," State Department of Public Instruction, Springfield, Illinois.

"Teaching Culture in the Classroom," State Department of Public Instruction, Springfield, Illinois.

Appendix E

VARIETY IN THE CLASSROOM

Variety in the classroom is as limitless as the mind of the teacher and students present in any given situation. In an effort to stimulate the creativity present in each person reading this guide, a multitude of ideas, all of which have been tested in the foreign language classrooms are presented. Some will work for one teacher, some for another. If one idea does not capture the imagination of the class, do not be afraid to try it another year or with another class, or to try another innovative idea. Make sure that your classroom is the one about which the outsider complains, "They are always having fun in Spanish." Or German or French.

Read through the ideas which follow, pick out ones to try, and share any new ideas you have with a fellow teacher. Good luck with your searching--may you have as much fun reading and experimenting as we did preparing. Many thanks to the following language teachers of Idaho who sent in many of these ideas. Without their help, this section could not have been possible.

Barbara Allen	East Jr. High School, Boise
Dolores Allred	Burley High School
Duane Ash	Homedale High School
Terry Bastian	Capital High School, Boise
Linda Bingham	Boise High School
Zona Chedsey	Grangeville High School
Diane DeChambeau	Hillside Jr. High School, Boise
Jan Enzler	Boise High School
R. J. Hamilton	Kamiah High School
Robt. E. Harris	College of Southern Idaho
James T. Jackson	Twin Falls High School
Phyllis Jackson	Jerome Jr. High School
Reva K. Luvaas	Lapwai High School
Claire Major	Gooding High School
Elaine Mortensen	Idaho Falls High School
Don Royster	Timberline High School, Weippe
Paula Sanford	Mullan High School
Audrey Wellman	Kellogg High School

Simple Ideas to Rejuvenate the Classroom

Jokes: Put a different joke or riddle in the foreign language on the board every day. Motivation to understand this type of "lecture" is high. You'll receive 100% participation, and it starts the class with a "joke de vivre."

Chairs: Arrange the chairs of the classroom in small circles (not more than six students per group) rather than in the traditional rows for greater communication with the students and greater freedom in movement around the room for the teacher.

Maps: Cheer up the classroom by converting the floor into the map of a major city of the country(i.e., Paris). Have a tall boy be the Eiffel Tower, a short one the Palais de Chaillot, several the Seine.

Cheers: Try translating some cheers into a foreign language. Have the students perform the cheer at the next pep assembly.

Story Endings: Try letting the students write their own endings for the plays on stories they are reading. Then they can finish their reading to compare the actual ending with their own. It's one way to inspire creativeness in a foreign language!

Bulletin Boards: Assign groups of students to make belletin board displays using either a target country or some vocabulary building theme.

Written Assignments: Let one of the students do his assignment on a transparency. (A different student each time), put it on the overhead and let the students correct their papers. If there are errors on the transparency, the students will find them! Easier assignments can be given to slower students so no one will be embarrassed.

Flashcards: Have students make needed flashcards for extra credit.

Sounds: Teach the students the sounds of the animals in the foreign language.

Half-time: Have the foreign language class sponsor activities at half-time of a ballgame.

Bumper Stickers: Make up bumper stickers in the target language to put on cars.

Teacher Exchange: If you and/or your students need a change, why not switch classes for the day with a teacher in a neighboring school.

Slides: Invite persons who have visited a foreign country to show slides.

Foreign Language Week: Some ideas to be incorporated into a Foreign Language Week (the objective is to create a sense of unity among all the students involved in foreign language classes) might be the decoration of halls and classrooms, preparation of typical food, presentation of skits, a banquet, volley ball or soccer games in which one language challenges another, and presentations at PTA. For this activity, change all the names of classes, doors, restrooms, etc., in the school to the proper name in the foreign language.

Diary: Have pupils keep a diary or a journal in the foreign language they are studying. A few sentences a day to express personal thoughts add up over the semester.

Kits: Have the students make up "kits" of pictures, tickets, money, etc. (all fake) and open up shops and offices around the room to which other students come to buy and transact imaginary business. This puts a foreign language into a real situation. It helps build vocabulary as well and gives a welcome break from regular class work.

Newspapers: Start a foreign language newsletter in advanced classes with articles of interest to local students. Have students do all their own work--i.e., crosswords, Dear Abby, cartoons, sports, typing, dittoing, etc. Allow 1½ to 2 weeks per paper for completion and then send them to other schools where you know a teacher to encourage interschool exchange. After the issue has gone to press, go over the paper as a class to discover errors. This proves to be an effective device in the teaching of composition.

Those interested in exchanging newspapers or newsletters outside of the state may obtain a list of foreign language publications prepared by students in other schools by sending the publication name, address, and person to contact to: FL Student Publications, Amity Institute, Box 118, Del Mar, California 92014, without charge.

Cartoons: An interesting diversion from textbook drills and quizzes which can be enjoyed by students and teachers is comic strips from a Sunday newspaper. 1) Select a comic strip with simple vocabulary and medium length (five frame minimum to twelve frame maximum); 2) Cut out the English and replace with foreign language equivalents (do not translate); 3) Paste the comic strip on a cardboard backing and use it as a visual device to tell a story. The opaque projector can be used to present the narrated story. Results: some students made very successful presentations by disregarding the English dialogues and using the vocabulary and dialogue lines which they had previously learned. Finally, comic strips make an interesting bulletin board.

Practicing Numbers: Students can learn numbers without much difficulty when they are presented every day, but they need review to retain them. A good way to practice is to use a connect-the-numbers game to draw pictures. Any picture from an animal to a cathedral will do, but those with nearly all straight lines are best.

Place up to 60 or so numbers on the design--the students see only these numbers, not the picture at first. By drawing a continuous line from number to number (these may be written in the language or given orally), the picture is revealed. Do not give the numbers in order-- for example, have them draw a line from 1 to 17 to 84, etc. Little by little the lines will cause the picture to be revealed.

Try to ask questions that will elicit the same answer.

Example: What's the weather like in the fall?

How is it in the fall?
Is it cool and windy in the fall?
Isn't it cool and windy in the fall?
When is it cool and windy?
In what season is it cool and windy?

Interdepartmental Cooperation: Cooperate with the English teacher to find poems which can be read and studied both in English and in your language. Invite the history class to view a film on the history or culture of the target country.

Flannel Board: A flannel board is an effective means to stimulate the use of oral language. An inexpensive flannel board can be made from a piece of wallboard, plywood, etc., and covered with outing flannel--a neutral color or green and blue for land and sky. On such a background, colored pictures (either original or cut from a magazine) can be used to create any scene or group activity desired.

Floor Plans: When studying rooms in the house and furniture in the house, students make floor plans. They label each room by its appropriate foreign language name. Then they draw furniture for each room and label it in the foreign language.

Catalogues: To learn completely the foreign language words used in referring to clothing, each student compiles his own catalogue. This catalogue represents his clothing store. He first chooses a foreign language name for his catalogue. Then inside the catalogue, he features the latest styles for men, women, and children. Everything is labeled in the foreign language. He also includes in his catalogue, prices, sizes, and colors of each featured item.

Calendars: To teach students the months of the year, the days of the week, and special holidays, have them make an accurate foreign language calendar containing all this information.

Sharing: Students are encouraged to be continuously on the alert for anything that pertains to the foreign language. Then they are asked to share their findings with class members.

Comic Books: Use comic books which are translations of English comics which the students have read. They already know the characters and the plot and can "guess" many unknown words in the story.

Annual: Make sure that photos for the annual are taken of activities engaged in by the foreign language classes and clubs.

Classroom Store: Set up a store, a restaurant, a bank, etc., in the classroom using menus, labels, and products obtained from the foreign country. Issue "currency" and then let students go shopping using their money to buy whatever they desire.

Variety in Building Conversational Skills

Organize the class into groups of three to five students. Present a simulated situation to the students, i.e., "You have just arrived by train in a large European city. You are tired, hungry, and would very much appreciate a bath and a little rest. You need to change some money. The money changing counter is closed and you have to find a nearby bank. You have promised to call someone who lives in this city, but you don't know how to use the phone."

After the students are given the situation, the teacher then presents the new vocabulary, preferably with the help of pictures or flashcards. Select a talented student to serve as moderator. The moderator is given a "script" which contains the list of new vocabulary items for reference, some questions that a person would be asked in such a situation, and instructions for directed dialog. For beginners, the directed dialog should be given in English to ensure understanding and facilitate more speech production. The moderator would ask the students such questions as:

How would you find out the location of the bank?

How would you find out if the bank gave you the right amount of currency?

How would you locate a telephone?

How would you find out how to use the telephone?

What must be considered in order to determine where you should dine and where you should stay?

While this is going on, the teacher moves from group to group and helps those students who need assistance. The teacher also makes sure that all students are contributing. Remember, this is an activity in which students especially need encouragement and praise. Make corrections only when absolutely necessary.

Conversation Aids

Questions: Have the student ask the teacher any question he wishes. However he must understand the question and understand the answer as well as possible.

Pictures: Students like talking about pictures. Cut out, paste on colored construction paper and pass around. Each student tells the class what he can about his picture. Interest areas should be grouped together.

Telephone Conversations: Two war surplus telephones can be used as props to enliven classroom recitations. They ring for added realism and topics of conversation are assigned in advance. Or tell students to expect a real phone call over the weekend. The resulting conversation is pre-assigned and graded.

Vocabulary Builder: To review vocabulary and encourage oral use of the language, write several hundred words on slips of paper. Each student in turn comes to the front of the room, picks a word and has to communicate that word to the rest of the class with no more than three clues. This is particularly appealing to the students and they are quite inventive and especially willing to speak.

Substitution Drills: At the beginning of the year, assign each student as a partner to another member of the class. When doing substitution drills or answering questions about a dialogue or story, ask the students to sit with their partners and answer the questions out loud to each other. This gives the teacher a chance to walk around the room and listen to each student in order to give individual help on grammar or pronunciation. The students feel quite free to raise their hands to ask help on any point they don't understand. This procedure also gives the pupils a chance to help each other.

TV Commercials: TV commercials can be made in the foreign language classroom with the use of a videotape machine. First, small groups write commercials of at least five lines, then they have them corrected, next they are memorized and lastly they prepare a visual before the actual taping is done.

Overnighter: Try an overnight camp-out where only the foreign language is spoken. Students who have attended language camp will be eager helpers.

Free Conversation: Have a free conversation class once a week for part of the period. Often students will talk more freely about their personal problems in another language.

Weatherman: When studying weather expressions, each student prepares a special weather report and presents it in class.

Field Trips: Take a field trip to a local store (clothing when studying clothing, grocery when studying foods, furniture when studying the home) and have the students identify the articles they see in the store if on an elementary level, tell the price in the currency of the foreign country; and if on a more advanced level, have them prepare a sales talk about the article, the size, color, and price.

Original Dialogues: Divide into teams and present dialogue and then ask questions about the presentations.

The Use of Drama

Imaginary Flight: For a unique experience for combined French and Spanish classes, consider planning a trip to France. Students play all the parts--pilots, co-pilots, stewardesses, ticket and passport office personnel, sky marshalls, firearms inspectors, customs officers, passport checkers, bus drivers, guides, translators and hyjackers. Students speak in their target language, which can be immediately translated for the benefit of those in the audience speaking only English.

The students develop the tickets and passports which are distributed to passengers as they board the "airplane." A firearms inspector checks purses, jackets and coats for any "concealed weapons" which could be used to hyjack the "plane" as passengers board. Stewardesses welcome the passengers aboard in French and serve them French food prepared by French students while in "flight". The pilot and co-pilot also welcome the passengers and give them pertinent information about their flight in French. Upon "landing" at Orly Airport in Paris, the passengers go through customs and passport stamping lines. Then passengers board a touring bus for a slide tour of Paris. A guide and translator can give a commentary in French and English as the slides are shown. Following the slides, the passengers are allowed to leave the "bus" to explore Paris on foot. They can use their return flight ticket and their passports at any time to return home.

In one school there were four flights each, at intervals of 30 minutes from 7:00 p.m. to 9:00 p.m. Each flight lasted either 10 or 20 minutes. Two flights went to France (20 minutes each). The other two flights were hyjacked to Cuba (10 minutes each). After boarding the plane and being served food, the Spanish students speaking in Spanish took over the plane and forced it to fly to Cuba. Upon landing in Cuba, passengers disembarked to view the Plaza de Habana, a display constructed by Spanish students complete with palm trees, lamp posts, wrought iron benches and dolls dressed in native costume.

At least two weeks of planning and actual preparation should be allowed. Many variations, additions, and changes could be made to the plan which was used.

Skits: Bring to class a paper bag with a collection of half a dozen relatively correlated items; for example, a sandwich, soda pop, paper plate, dead ant, tiny transistor radio or picture of one, and a calendar with Sunday marked. Empty the bag of clues on a table before the students and enact a little scene suggested by the objects. Hold up a magazine cut-out of a character you represent as you change your voice to say lines in the foreign language for each speaker. Be sure to include a humorous conclusion for your skit.

With this model established, divide the class into small committees for five minutes, instructing them to decide on objects to bring from home for a paper bag collection. The following day have these committees exchange bags and allow each group approximately 15-20 minutes to prepare a skit to present. Each person on the committee is to act out a role. The remainder of the class period should then be used for the series of brief performances in front of the class.

Paper bag dramatics can be as complicated and involved as the participants' language ability. More interesting playlets will undoubtedly evolve with upper-level groups. Nevertheless, simple exchanges are possible, with carefully selected objects, for first-year students.

Original Dialogues: Class is divided into groups of three to write and present little skits to class. Have the class write short original paragraphs and stories. Circle errors and have the student make his own corrections.

Role Playing: Each student describes on paper a situation--a person in a place doing a thing about a situation or predicament in which he finds himself. Papers are collected and redistributed. Student must communicate that situation to the rest of the class spontaneously through oral language and gesture.

Fairy Tales: Ask a group of students to dramatize and present a fairy tale in the foreign language.

Video Tapes: Students can videotape a class production. It should be student oriented--completely casted, directed and produced by the students, including the settings, props, musical background and sound effects. In between the scenes, the students write their own commercials in the foreign language which are usually take-offs on what is current on TV. The videotape is then shown to the other classes.

Puppets: One of the most versatile and useful classroom tools for reducing fear on the part of the students to speak the language orally is the use of puppets. They can be used to present dialogues, original conversation, plays, prepared materials, etc. They may be very simply made from paper bags or from a 3" diameter styrofoam ball covered with paper mache in which a hole has been left for the index finger, or they can be more elaborately prepared by students or art classes or home economics classes with paper mache heads, covered with real hair, painted faces, clothing made from scraps, or they may be purchased already made. The stage may be the room, a cardboard box or an elaborate prepared stage with lights and background scenery. The setting or the puppets are not what is important--the fact that a shy student has an opportunity to speak without being seen is what is important for his self-confidence. If you have a cooperative school district, these plays can be presented in the foreign language for grade school students with excellent success (all of which helps to stimulate interest in foreign language in students at a later date!)

Foreign Cuisine in the Classroom

Basic Foods: Food can be used several ways in the classroom. When teaching basic foods, either use flashcards, pictures, or actual objects to teach the vocabulary. Next try the foods out in the classroom, in the home economics room or at home. Then, share them with the other class members and perhaps parents.

Cooking Class: Offer a cooking class in foreign cuisine. Boys as well as girls thoroughly enjoy this. It could be a Foreign Language Club or an interdepartmental endeavor.

Groceries: To learn effectively the words used for food or food items, the students prepare grocery ads, shopping lists, and make attractive menus.

Dinners: Near the end of the semester when spirits are flagging, have a dinner for which each student helps to prepare one dish. Think of how good a Buche de Noel would taste about December 15!

Special Occasions: At the beginning of the school year, decide what the special holidays in the target country are (i.e., Oktoberfest, Mardi Gras, Cervantes Day,) and plan to celebrate each one in the classroom with some type of special observance and food typical of the occasion. Students in small groups can be in charge of these occasions and research what is done, what is eaten, what is worn, and then be in charge of the festival for the day.

Surprise: Don't be afraid to bring some type of special food into the classroom occasionally as a special treat for the students when they least expect it, mousse au chocolat, Apfelkuchen, Empanadas.

Spanish Outing: If there is a restaurant in your area that serves authentic Mexican food, why not have an evening Spanish club meeting there. The same thing might be done with the German and French clubs if you could find a restaurant that would put a German or French plate on the menu.

Music

Rhythm: Teach grammatical structures to music or rhythm. All pupils at all levels benefit from this and never forget the point at issue. It never fails to work. Do it to Rock 'n Roll.

Records: Play records in the foreign language as students are studying.

Teaching Songs: Try this technique for teaching songs. For example, you may be teaching:

Il est ne, le divin Enfant,
jouez, hautbois, resonnez, musettes.

The blackboard or overhead can be very useful to first present the words or help with any meaning which is not clear, then continue with the pronunciation. The next step is to transfer these words to the memories of the students. After singing the verse two or three times, start erasing the letters after the first letters of the words, but only gradually. Thus, at first you will have:

I_ est ne, le divin Enfant.
Then: I_ e__ ne, le divin Enfant.
Then: I_ e__ n_, le divin Enfant.
Then: I_ e__ n_, l_ divin Enfant.
Then: I_ e__ n_, l_ d____ Enfant.
Finally: I_ e__ n_, l_ d____ E_____.

At another time, recheck by giving only the cue letters and asking the students to see if they can write the words. You give only: I e n, l d E,/ j, h, r, m. Another time give only a cue word from each phrase. For example: ne, Enfant/ hautbois, musettes/ and ask the students to reconstruct the lines.

Language Table: Once a week or once a month, depending on your "powers of endurance," set up a language table off in some corner of the cafeteria where the foreign language will be spoken exclusively. Culturally authentic music adds a little atmosphere to the festivity. Decorations and signs such as "Ici on parle francais" or "Aqui se habla Espanol" make good promotion gimmicks.

Caroling Party: For a fun end to the year, take the students on a caroling party in the foreign language to nursing homes, shut-ins, hospitals. Afterwards, plan a party appropriate for the language. Construct a pinata for Spanish or have fondue for the French and Germans. Plan to take parts of periods for several class days preceeding the event to teach familiar (and perhaps one or two unfamiliar) carols in the language to enliven the pre-Christmas doldrums that often beset schools at this time.

Pre-Class Music: Put on a "good" record for the students as they enter the class. Allow the students to select which records they like. Leave the record playing softly when they are working independently.

Presenting Structure

Commercials: Are you ready to teach interrogatives or command forms? Try doing them via commercials. You can use anti-smoking or anti-drug themes and be as relevant as you please. They're naturals for visuals, also.

Verb Endings: To learn verb endings, divide into teams and have relay races. Put a list of subjects on the board. The students supply the verb when given the infinitive.

Transparencies: Transparencies lend themselves well to orthographic work. A spelling bee can be conducted on selected vocabulary prepared by the teacher beforehand; the students supply missing letters and accents by spelling the word or expression in the target language and using voice stress to denote the emphasized syllable when repeating the entire word after spelling it. Work should be continued until students can do this at a fairly quick pace. This technique offers another possiblity of variety in vocabulary building and good spelling practices. Or prepare in advance on a transparency the answers to the exercises, workbook pages, crossword puzzles, etc., to be presented in class. As students correct their paper from the prepared copy, the teacher is free to wander around the classroom and help the individual students needing special assistance.

Games and Projects

The first year class can soon play the game "What do I have?"--food, furniture, animals, modes of transportation, etc. One person picks out an object. Each person must ask him a question about it: "Is it an animal?", "Is it white?", "Is it in this room?". As their vocabulary grows, they can ask more questions.

Crossword Puzzles: Crossword puzzles seem to be an untiring source of interest, as is attested by their continued appearance in newspapers and magazines. These crossword puzzles, however, often contain rare and archaic words which are really not worth learning; or the words may be too difficult to be of much profit to the learner of a foreign language. What is useful are the specially designed and graded puzzles for different levels of foreign language learning. Booklets of such puzzles are available for a number of languages.

Say the Word: Give each learner a flash card of a word or group of words. Divide the class into two teams. On a signal from you, each learner takes his turn in flashing his card to his opposite number for a brief period of time which you control by raising your hand or by blowing a whistle. During this time, his opposite number must read the card.

Travel: Plan a trip to a foreign country to help the students learn about the geography and products of its various regions. The first week of school, the students write letters to the country requesting travel information about certain areas in the country. During the second semester, when most of the information has been received, each class is given 21, 30, or 45 days and unlimited funds for their imaginary trip. They choose the dates of the trip and at least one town each from the north, south, east, west and center of the country. After dividing into groups of 4 to 5 students, each group with an equal number of towns, they are required to find the following information for each of the towns chosen:

- Restaurants in which to eat--a new one for each day in town and price if available
- Important places to visit (museums, monuments, cathedrals, industries
- Hotel in which to stay and price if available
- Transportation to, from and in the town
- Things to buy that are native to that area

After the information has been compiled, it can be written on large sheets of poster paper. Begin with the date of departure from New York to Paris (Madrid, Berlin, etc.) through the last date of the trip, listing each of the five items above for each town. This poster paper may then be displayed in the classroom. If a travel agent is available, it is most interesting to have him comment on the trips.

The following are titles of some books that may be used to locate travel information:

1. Fielding Travel Guides
   Fielding Publications, Inc.
   105 Madison Avenue
   New York, N.Y. 10016

2. Europa Touring
   Hallway Verlag
   Bern and Stuttgart
   Switzerland

3. Green and Red Michelin Guides
   Pneu Michelin
   97 Bd Perceire

4. Travel & Motoring Guide to
   Europe 1968 by Myra Waldo
   Macmillan

5. Baedekers Autofuhrer
   Verlag, Stuttgart
   Freiburg, K. Baedeker N.Y. Macmillan

6. Fodor's Modern Guide to France
   David McKay Co., Inc.
   New York, N.Y.

7. Beyond Paris
   Lillian & Phillip Van Doren Stern
   Norton 1967

8. AA Road Book of France
   Automobile Association
   Fanum House Leiciester Square
   London WC2 England

What's in the Picture: With controversial wall-pictures and other pictures rich in detail, it is possible to organize an observation game. Take a picture which the group has not yet seen, expose it to view for a minute or less; then place the picture face down and ask the group to say what they observed in the picture. As a team game, let each team alternate in adding new items. Make sure full sentences are used.

Riddles: Give a few facts about an object and see whether the group can guess what it is. For example, "It has hands but no feet. It has a face but no head." If the group is unable to guess what it is, add more facts. "I have one in my pocket. It has numbers on it." Encourage learners to bring their own riddles.

Interpreter: Two members of the group conduct a short conversation in dialogue form, one representing the foreigner and speaking only English, the other one being the "native" and speaking the target language. An "interpreter" is asked to stand between them and to give the necessary oral translations so that the two may understand each other. The text of the dialogue should preferably be cited extemporaneously and can be based on previously studied text.

S-T-R-E-T-C-H- M-E- O-U-T-: (Practice sentence building by a synthetic approach.) The leader calls on one member in the group to have him start with one word, any word that comes to his mind. The next student must add one word that makes sense in the meaning of the sentence. If a person called upon is not able to add a word, the person who added the last word will receive one point. He is then asked to start the group out anew with one word to s-t-r-e-t-c-h out a new sentence. The person with the highest point score at the end of the game is the winner.

Let's Tell a Story: This is an attempt at communal composition. Give the first sentence yourself, and let each person take his turn in adding a new one. One of the learners, acting as secretary, makes notes of what is said and when the last sentence has been added, reads the entire story to the class.

Siegfried Sagt: This game can be used to review any material. Explain that this game is a competition between you and the class. In this version of Simon Says, the class is to repeat after you any phrase or sentence which is prefaced by "Siegfried sagt". The students are to remain silent if it is not preceded by "Siegfried sagt". If any student does not repeat it, you score a point. Each time all the students respond correctly, the class scores a point. Appoint a scorekeeper, who will keep the two scores on the blackboard. Start the game, choosing any one of the basic sentence structures that the students know. This game must go very rapidly.

Memory Game: Various objects are placed on the table in an adjoining room (or may be covered with a cloth). The members enter the room and have a good look at the objects for a few seconds, then return and write as many names of objects as they can remember. The one having the largest number of correct names written in the language will receive a small favor.

The Grape Vine: Arrange the group in a circle. Whisper a short message in the ear of someone in the group. This person whispers it to the person on his left, and so on, until the message has come full circle to its point of origin. It is then compared with the original message.

"I Went to the Zoo": Each student begins a recitation with "I went to the zoo and saw . . ." He adds one animal name to the list built up by successive recitations. The game provides an entertainingly effective noun drill. It has variants such as "I looked in my flowerbasket (fruit-basket) and saw . . ." or "My ship's coming from Hamburg loaded with . . ." The game is even more effective if it involves actually taking the thing named out of a container.

Bingo: There are many variations of Bingo that can be used in the foreign language classroom. The traditional game may be used by calling out the numbers in the foreign language. (For beginning students, make up dittos of the numbers from 1 to 25 in scrambled order. For later in the year, use the regulation Bingo set which has numbers from 1 to 75.)

For word Bingo select 100 to 200 new words for each bingo set. Foreign language words are written on the cards rather than numbers. At the beginning, call the foreign language word and give the English translation. As the students learn these, they begin to call out the translation. When someone scores a Bingo he receives one point for each word of the Bingo that he can translate. When students seem to have mastered the new vocabulary in the game, they are given word lists and asked to write short stories including as many of these new words as possible. They accept this as a challenge and are quite creative in their story-making.

The "It" Spelling Game: A student is chosen to be "It." He selects a word in the vocabulary from the lesson that is being studied. "It" gives several meanings or descriptive clues in the foreign language as to what the word may be. The other students are to guess what word "It" is thinking of. When the word is guessed, the student who is recognized by "It" as first saying the word goes to the board and writes the word. If the word is written correctly, the writer becomes the new "It".

If after one minute no one guesses the word, then "It" chooses a new word and proceeds to give new clues. Limit the game to 10 minutes.

Attention: Attention is a counting game in which the word "Attention" is substituted for the number seven or multiples of seven. When, for example, the counting reaches "twenty-seven", the person whose turn it is must say "attention". Failure to do so eliminates one from the game. May be played very rapidly.

Which Number is Left: Have all the students write the numbers from 1 - 20 as you dictate them in foreign language. Divide the class into teams, and call out the numbers one at a time in random order. As you say each number, the students cross them out on their papers. Continue until there is only one number left. The team with the largest number of members who have the correct number wins.

What Time is It: For this game, obtain or make a practice clock large enough to be seen clearly by all the students. It should have moveable hands. Practice, with the class imitating you, the formulas used in telling time.

Divide the class into two teams, set the clock at random times and in rapid succession, alternate answers between teams. The team with fewer errors wins.

Count Off: Write the numbers 1 - 20 on the blackboard. First, practice the numbers in series, calling for single imitation. Then skip around simply pointing to the numbers on the board and calling for response by the entire class. Then call for rapid "counting off" from 1 to 20 forward, backward, even numbers, odd numbers. Conduct as a chain practice, or have the students respond when you signal them.

How Many Colors: Find several large colored pictures--a street scene in the Honduras, llamas in Peru, a bullfight in Spain. Show the first picture to Team I for a few seconds. Then, hide it from sight. Ask, "How many colors were there?" The students on Team I try to recall and name in the foreign language as many colors as they can. When they can recall, the teacher shows a different picture to the next team.

Ten points are given if a team correctly recalls and pronounces all the colors in a picture. Nine points are given if all the colors except one are given and pronounced correctly.

Subtract two points for incorrect answers to help avoid random guessing. Choose a few pictures that do not have red, blue, or green in them. This, too, will avoid pure guessing and make the game more challenging.

Lotto: To make your own game, try the following procedure. Purchase two identical picture books such as LEARNING TO READ and two GOLDEN BOOK DICTIONARIES. Cut the same picture from each book; then glue six different ones on a 6 x 8 card and their counterparts on six individual small cards. Prepare at least 35 combinations of the large cards. Each student is given one of the latter. Then the teacher chooses a small picture card at random from the box and for example calls out in the foreign language, "I see a policeman with his gun." To claim his card, the student must repeat the sentence. When a player has covered his card, as in American Bingo, he shouts "Lotto" and has won the game. With a beginning class, the picture also can be shown. In higher level classes, just continue to describe the picture until someone can claim it. This game can work well with the teaching of prepositions, historical landmarks, etc.

Catalogs as Visual Aids: New spring and summer catalogs usually can be obtained from Sears, Penneys, etc., if you write the company. For fruit and vegetable pictures, ask for the seed company catalogs. There are many uses. For example:

> Give every student a picture of an article of clothing--or several pictures. When your text teaches the sentence, "I have a book," the students repeat that sentence and then each tells what he has--then what his neighbor has. It is good vocabulary practice as well as practice with I have and he has. Next, add the adjectives--such as a red shirt or a green hat. Then, have a student ask for an object. The student who has the object says that he has it and gives it to the person who asks for it.
>
> In studying pronouns, ask who has each object, and the student who has it replies with "I have it," using the form of "it."
>
> The students learn to use the idiom f for I like by choosing objects from the catalog and asking each other if they like each item.

Meet the Press: Choose a famous person, past or present, real or fictional; e.g. Simon Bolivar, Che Guevara, Adolf Hitler, Charles DeGaulle, Don Juan. Have students do research on the person. Select one student to play the person and others to play the part of reporters who are interviewing this person for the television audience.

Who Am I: One person thinks of a famous man or woman in history or literature, either living or dead, such as Cinderella or Napoleon. The others must ask him questions in the foreign language that can be answered by "yes" or "no." Such as: "Are you a fictional character?", "Are you living now?", "Did you live in the 17th Century?", "Did you live in the United States?", etc. When anyone recognizes the character, he becomes the next player.

What's My Line: This is the well-known television game in which one team tries to guess someone's trade or profession by a series of questions which narrow down the possibilities. In school, learners may assume fictitious trades and professions for the purpose of the game. Here, students ask questions such as "Do you make a lot of money?", "Do you work indoors or outdoors?", and so on. Until someone guesses the occupation.

To Tell the Truth: Play "To Tell the Truth" in the foreign language in beginning classes at all levels. "Will the real Mr. and Mrs.___________ please stand up?" It's an excellent way to stimulate conversation.

Password: Play it just as on TV, only in the foreign language.

Charades: Among the observation games which can be played at a more advanced level are those of the charade type. This type consists of letting the group observe the miming of an action while trying to guess which action is being mimed. For example, one team may decide--secretly, of course--that one of its members should mime a person in an upper berth getting dressed. While going through the motions, each member of his team takes his turn in asking a member of the opposite team what the action is. The opposing team must reply with complete and correct sentences. Make sure the actions chosen for miming can be described in words the group knows. The more sophisticated, multiple types of charade are generally too difficult for the average language learner, since they often suppose an extensive vocabulary. But use your imagination!

Twenty Questions: This is another popular game. It can be played in a number of ways. For example, one person is asked to write the name of a familiar object on a bit of paper, which is then placed face down on the table. The others take turns in asking questions on the object or in guessing what it is. A maximum of twenty questions is allowed; all of them must be fixed questions of the yes-or-no type. The one who guessed right may pick the new word and answer the questions on it.

This game also can be played as a team game, with one team picking the word and the other team asking the questions. One team writes a word on a card; the other team must find the word in no more than twenty questions.

APPENDIX F

PROVERBS AND QUOTES

Frequent references to quotes or proverbs posted on bulletin boards or written on the blackboards are extremely helpful. Quotes and proverbs exhibit the very soul of the language, and consequently impart the "feeling" about which teachers constantly talk.

Spanish

Lo que no se comienza, nunca se acaba.
Las paredes oyen.
Cuando el gato no esta en casa, bailan los ratones.
Amor con amor se paga.
No hay rosa sin espina.
Antes de hablar, es bueno pensar.
Mas vale tarde que nunca.
El tiempo es oro.
El ejercicio hace maestro.
Perro que ladra no muerde.
No hay mal que cien anos dure.
Donde no hay regla, la necesidad la inventa.
Poco a poco se va lejos.
Una cosa es tener guitarra y otra cosa es saber tocarla.
Todo lo hermoso es amable.
Donde hay gana hay mana.
En boca cerrada no entran moscas.
Mas vale pajaro en mano que cien volando.
La paciencia es madre de la ciencia.
Asi es la vida.
A caballo regalado, no hay que mirarle el diente.
En la tierra del ciego el tuerto es rey.
Cada oveja con su pareja.
El que a buen arbol se arrima, buena sombra le cobija.
Quien busca halla.

French

Mieux vaut tard que jamais.
Quand le chat n'est pas la, les souris dansent.
Un "tiens" vaut mieux que deux "tu l'auras".
Apres la pluie, le beau temps.
La nuit tous les chats sont gris.
L'habit ne fait pas le moine.

Proverbs and Quotes (Cont.)

French (Cont.)

Tout ce qui brille n'est pas d'or.
Paris ne s'est pas fait en un jour.
Tel pere, tel fils.
L'argent ne fait pas le bonheur.
Plus on a de fous, plus on rit.
Qui ne risque rien n'a rien.
Il n'y a pas de fumee sans feu.
Le malheur des uns fait le bonheur des autres.
L'exception confirme la regle.
Rira bien qui rira le dernier.
C'est le ton qui fait la chanson.
Bien faire et laisser dire.
Vouloir c'est pouvoir.
A coeur vaillant rien d'impossible.
L'union fait la force.
En parlant du loup on en voit la queue.
Pierre qui roule n'amasse pas mousse.
Qui s'excuse, s'accuse.
Qui se ressemble, s'assemble.
Tout beau, tout nouveau.
Necessite n'a pas de loi.
Par savoir vient avoir.
Tout est bien qui finit bien.
Necessite est mere d'invention.

German

Fleissig sein beim Unterricht, gib recht acht und plaudere nicht.
Fleiss bringt Brot, Faulheit bringt Not.
Jung gewohnt, alt getan.
Was Hanschen nicht lernt, lernt Hans nimmermehr.
Arbeit macht das Leben suss, Faulheit starkt die Glieder.
Wer nicht horen will, muss fuhlen.
Einen Fund verhehlen ist so gut wie stehlen.
Lerne Ordnung, liebe sie, sie erspart dir Zeit und Muh.
Wirst du die Hande fleissig regen, dann gibt zur Arbeit Gott den Segen.
Morgen Stund' hat Gold im Mund.
Morgen regen, bringt Gottes Segen.
Frisch begonnen ist halb gewonnen.
Aller Anfang is schwer.
Das Weib siegt tief; der Mann siegt weit.
Was lange wahrt, wird gut.
Ubung macht den Meister.
Eine Schwalbe macht keinen Sommer.
Man muss etwas sein, um etwas zu machen. --Goethe
Eile mit Weile.
Ohne Arbeit kein Gewinn.

Proverbs and Quotes (Cont.)

German (Cont.)

Hunde, die bellen, beissen nicht.
Jeder ist sich selbst der Nachste.
Zu jedem gazen Werk gehort ein ganzer Mann.--Ruckert
Aller guten Dinge sind drei.
Die Alten zum Rat, die Jungen zur Tat.
Sechs Worter nehmen mich in Anspruch jeden Tag: Ich soll, ich muss,
ich kann, ich will, ich darf, ich mag.--Ruckert
Wenn ich wollte, was ich sollte, konnt' ich alles, was ich wollte.
Willst du immer weiter schweifen? Sieh, das Gute liegt so nah!
Lerne nur das Gluck ergreifen, denn das Gluck ist immer da.--Goethe
Ehret die Frauen! Sie flechten und weben Himmlische Rosen ins irdische
Leben.--Schiller
Wenige wissen, wieviel man wissen muss, um zu wissen, wie wenig man weiss.
Aus nichts wird nichts, das merke wohl,
Wenn aus dir etwas werden soll.--Claudius
Was du nicht willst, das man dir tu', das fug auch keinem andern zu.
Ende gut, alles gut.
Das dicke Ende kommt zuletzt.
Jeder ist seines Gluckes Schmied.
Der Mensch lebt nicht vom Brot allein...
Der Mensch denkt, Gott lenkt.
Wo ein Wille ist, da ist auch ein Weg.
Wie man sich bettet, so schlaft man.
Wer schon sein will muss leiden.
Auf einem Bein kann man nicht stehen.
Es ist noch kein Meister vom Himmel gefallen.
Was ich denk' und tu', das trau' ich andern zu.

APPENDIX C

ADDRESSES FOR OBTAINING INFORMATION AND SUPPLEMENTAL MATERIALS

Pen Pals and Tape Pals

The following organizations will furnish names of pen pals and tape pals in other countries:

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, MN 55455

International Friendship League
40 Mount Vernon Street
Boston, MA 02108

League of Friendship
P.O. Box 509
Mount Vernon, OH 43050

Letters from Abroad
209 E. 56th Street
New York, NY 10022

English Speaking Union
Pen Pals Division
16 East 69th Street
New York, NY 10021

Bureau de Correspondance Scolaire
National Headquarters, AATF
University of Illinois
59 E. Armory Street
Champaign, IL 61820

Officina Nacional de
Correspondencia Exolar
Dr. Carey S. Grantford, Director
AATSP
Furman University
Greenville, SC 29613

German Pen Pals
International House
of Philadelphia
140 North Fifteenth Street
Philadelphia, PA

French Correspondence Bureau
Dr. Frances Guille, Director
The College of Wooster
Wooster, OH 44691

People to People
2401 Grand Avenue
Kansas City, MO 64141

Student Letter Exchange
R.F.D. 4
Waseca, MN 56093

International Student Society
Ida E. Crowell, Secretary
P.O. Box 239
Hillsboro, OR 97123

Ambassadors of Friendship
Col. French Dunbaugh, President
4300 Lennox Dr.
Miami, FL 33133

World Tapes for Education
P.O. Box 15703
Dallas, TX 75215

The Voicespondence Club
P.O. Box 14452
Long Beach, CA 90814

S.T.E.P. German Tape Exchange
Carl D. Bauer
1713 Sherwood Road
New Cumberland, PA

International World Youth Friendship
Correspondence Department
P.O. Box 1666
Pforzheim, West Germany

Pen Pals and Tape Pals (Cont.)

Luzo Brazilian Club
Mr. Jose Ricardo
Dept. of Romance Languages
Ohio State University
Columbus, OH 43210

The League of Friendship
Mrs. Dorothea Snark
Executive Secretary
P.O. Box 509
Mount Vernon, OH 43050

Office of Private Cooperation
U. S. Information Agency
1776 Pennsylvania Ave., N.W.
Washington, D. C.

Pen Friends Guide. $1.00
Available from Caravan House
132 East 65th Street
New York, NY 10021
(Lists pen pals aged 6 to 20 and adults in 50 countries. Published four times a year.)

Addresses of Particular Interest to Teachers of French:

FACSEA (French American Cultural Services and Educational Aids), 972 Fifth Avenue, New York, NY 10021. Write for their catalog.

French Cultural Services, 740 Taylor Street, San Francisco, CA

Swiss National Tourist Office, 608 Fifth Avenue, New York, NY 10020

French Government Tourist Office, French National Railroads, 500 Fifth Avenue, New York, NY

French Tourist Office, 972 Fifth Avenue, New York, NY

French Posters: A.A.T.F. National Information Bureau, 972 Fifth Avenue, New York, NY 10021

French Calendars: TAVOR Aids, P.O. Box 282, Forest Hills, NY 11375

Films: Canadian Consulate General, 500 Boylston Street, Boston, MA 02116

French Film Library, 287 Union, Suite #4, San Francisco, CA 94123

French language newspapers of the world--26 different, every other week for a year, $10. Class and group subscriptions available. Write Internews Company, Box 3138, Aspen, CO 81611.

100 French Culture Capsules is a very practical aid to the teacher of French through its interesting bits of information on everyday situations and customs contrasted with the American. Publication by J. Dale Miller, Brigham Young University, Box 7149, University Station, Provo, UT 84601.

Voix Francaises du Monde Noir, edited by Keith Warner, published by Holt Rinehart and Winston, 1971, is an anthology of writings by Black francophone authors representing Martinique, Haiti, Senegal, Cote d'Ivoire, and other countries outside France whose official language of communication is French. For intermediate and advanced levels.

Addresses of Particular Interest to Teachers of French (Cont.)

French Language Assistant Program, offered by The Experiment in National Living. French Assistants can serve as teacher aides, team teachers, leaders of discussion groups, tutors, student research project advisors, and as human resources in history, literature, home economics, drama, or music departments, etc. For complete information regarding this program, contact Gay Northrup, Director, French Language Assistant Program, School for International Living, Kipling Road, Brattleboro, VT 05301.

Suivez la Piste is a detective story in 25 short episodes, based on a television French language course produced by the British Broadcasting Corporation. For intermediate and advanced levels, the materials, consisting of book, recordings, and teacher's guide, may be used as supplementary work or for a short-term course. EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101.

Classroom Games in French, National Textbook Company, Skokie, IL 60076.

French Realia Exhibit, Minnie M. Miller, Kansas State Teachers College, Emporia, KS 66801.

Galeries Lafayette (mail order catalog in French), 5 Rue Belhomme, Paris 18^{e}, France.

Le Livre de Poche Catalogue, Paris Book Center, 31 West 46th Street, New York, NY.

Department Etrange Hachette, U. S. Representative Office, 301 Madison Avenue, New York, NY 10017. (Write for details on new materials in French.)

Le Francais dans le Monde, 79 bd. Saint-Germain, Paris-6^{e}.

Mieux Dire, Bulletin de linguistique de l'office de la langue francaise, Ministere des Affaires Culterelles, 360 rue McGill, Montreal, Canada.

Heath's Reduced Facsimiles and French Word List for Modern Language Wall Charts, D. C. Heath & Co., 285 Columbus Avenue, Boston, MA 02116.

Posters of French scenes, French National Railroads, 610 Fifth Avenue, New York, NY.

Elementary French Series: Bonjour, Venez voir, Je sais Lire, Je lis avec joie, Raymond and Bourcier, Allyn & Bacon, Inc., Boston, MA. ($1.00 each)

Une Souris Verte, Gauvenet, Helene "1703" (FLES Songs and Games), Chilton-Didier, Philadelphia, PA.

Addresses of Particular Interest to Teachers of French (Cont.)

French Language Education: The Teaching of Culture in the Classroom, issued by the Office of the Superintendent of Public Instruction in Illinois. Interested teachers should write to Dr. Paul E. Woods, Director, Title III, NDEA, 316 South Second Street, Springfield, IL 62706.

Chansons, Gessler Publishing Co., 131 East 23rd Street, New York, NY 10010.

Chansons de France, D. C. Heath & Co., Division of Raytheon Education Co., 285 Columbus Avenue, Boston, MA 02116.

Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles, CA 90019.

Addresses of Particular Interest to Teachers of German:

NCSA-AATG Service Center, 339 Walnut Street, Philadelphia, PA 19106. Provides films, slides, filmstrips, and tape recordings on loan to all members. Most of the material is free of charge. Write for a catalog.

German Consulate General, 1617 IBM Building, 1200 5th Avenue, Seattle, WA 98101

German Consulate, 601 California Street, San Francisco, CA 94108

German Federal Railroad, 11 West 42nd Street, New York, NY, or direct from Deutsche Bundesbahn Frankfurt am Main Karlstrasse 4/6. (booklet, "Travel ABC" posters, railroad schedules, pictorial map of Rhine).

German Information Center, 410 Park Avenue, New York, NY 10022. (Distributes The Bulletin, a weekly in English).

German Service Bureau, University Extension, 732 North Lake Street, Madison, WI 53706.

German Tourist Information Office, Association Films, Inc., 25358 Cypress Avenue, Hayward, CA.

German Tourist Information Office, 500 Fifth Avenue, New York, NY 10036.

Austrian Information Service, 31 East 69th Street, New York, NY 10021

Austrian Institute, 11 East 52nd Street, New York, NY 10022

Austrian State Tourist Department, 444 Madison Avenue, New York, NY 10022

Swiss National Tourist Office, 608 Fifth Avenue, New York, NY 10020

Posters of Germany. Various embassies, tourist information centers, railways, and airlines.

Addresses of Particular Interest to Teachers of German (Cont.)

German Service Bureau, University Extension Division, University of Wisconsin, Madison, WI 53706. Posters, picture books, program and game suggestions, song books, playlets, books on puppetry, bulletins, folk dances.

Esso Tourist Service, Foreign Department, 15 West 51st Street, New York, NY. (Excellent road maps of Western Europe, Switzerland, and Germany - in German)

So Sind die Deutschen 1 and 2 is the title of a multi-media educational program for the beginning student of German. Each program includes filmstrips, recordings (tape or cassettes), student activity booklets, and a teacher's guide. EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101.

Lufthansa German Air Lines, 410 Park Avenue, New York, NY. (Posters, calendars, menus, maps, some in classroom quantities)

Quelle, Inc., 45 West 45th Street, New York, NY. (Mail order catalog in German)

Die Zeit, German Language Publications, Inc. (Advanced), 75 Varick Street, New York, NY 10023. (Write for subscriptions to German publications.)

Deutsches Liederbuch, The Thrift Press, Ithaca, NY.

Monatspost, 237-239 Andrews Street, Rochester, NY. (Written and designed for American study of German)

German News Bulletin, German Information Center, 410 Park Avenue, New York, NY 10022.

Inter Nationes, Kennedyallee 91-103, 532 Bad Godesberg, Federal Republic of Germany. Publishes Cultural News from Germany, an English language review of highlights and developments in the fields of the arts, literature, research, university life, religion, and education. Free. For teachers' information only; not a classroom aid.

German Songs for Children (free), German Service Bureau (Bulletin 6), University of Wisconsin, Madison, WI 53706.

The Teaching of German - Problems and Methods. This work, edited by Eberhard Reichmann, comprises well over 600,000 words, includes over 200 of the best articles on foreign language teaching from the 1950's and 60's, and is the most comprehensive foreign language work yet produced. It was designed as a modern handbook for the teacher of German; however, it is also a comprehensive text for methods' courses which teachers of other foreign languages will find useful. Reduced rates are available to members of AATG. For more information write to National Carl Schurz Association, 339 Walnut Street, Philadelphia, PA 19106. (AATG Newsletter, January, 1971.)

Addresses of Particular Interest to Teachers of Spanish

Spanish Visual Aids, Spanish American Service and Educational Aids Society, Cultural Relations Office, Embassy of Spain, 1477 Girard Street, N.W., Washington, D. C.

Life en Espanol, Time, Inc., Rockefeller Center, New York, NY 10020.

Mexico/This Month, Atenas 42, Mexico, D.F. (What to see, where to go in Mexico, month by month)

Mexican Consulate, Newhouse Hotel Suite 812, Salt Lake City, UT 84101.

Mexican Government Tourist Department, 630 Fifth Avenue, New York, NY 10020.

Spanish Newsletter, Information Department of the Embassy of Spain, 785 National Press Building, Washington, D. C. 20004.

Heath's Reduced Facsimiles and Spanish Word List for Modern Language Wall Charts, D. C. Heath and Co., 285 Columbus Avenue, Boston, MA 02116.

Posters of Central and South America. Various embassies, tourist information centers, and airlines.

Posters of Spain. Spanish National Tourist Office, 589 Fifth Avenue, New York, NY

The Spanish Workshop for High School Students, held in Guanajuato, Mexico. For the brochure, write to Mrs. Margaret Adey, 3601 Arrowhead Drive, Austin, TX 78731.

Entrelineas is a new magazine published monthly in English and/or Spanish dealing primarily with bilingual education and the Chicano struggle, but also containing much interesting and practical information on Hispanic culture and the Spanish language. Subscription price is $5.00 per year. Inquiries should be addressed to Entrelineas, P.O. Box 2566, Kansas City, MO 64142.

Spanish Program Materials, I. W. Ramboz, Banks Upshaw & Co., Dallas, TX. (Maurie N. Taylor).

Pan American Union, Publications and Distribution Division, Washington, D.C. (Write for catalog of publications.)

"Materials for Teaching Spanish to Elementary and Junior High Schools," Brady, 1962. 25 pp., The AATSP, Wichita State University, Wichita, KS 67208.

Resource Guide for Teachers of Spanish Club Advisors of Sociedad Honoraria Hispanica, Clausing, the AATSP, Wichita State University, Wichita, KS 67208.

Addresses of Particular Interest to Teachers of Spanish (Cont.)

Pamphlet, "Why Elect Spanish?" Western Illinois University, Division of Public Services, 900 W. Adams Street, Macomb, IL 61455.

Travel Posters: Pan American, Iberian, and Peruvian airlines.

Hispanic Society of America, Broadway between 155th and 156th Streets, New York, NY 10032.

Pan American Union, Sales and Promotion Division, 17th and Constitution Avenue, N.W., Washington, D. C. 20006.

Free Newsletter: El Servicio Informativo Espanol, Spanish Embassy, 2700 Fifteenth Street, N.W., Washington, D.C. 20009.

Casa de Portugal, 571 Fifth Avenue, New York, NY 10036.

Spanish Calendars are available from Cruzada Spanish Publications, P.O. Box 141, Orangeburg, SC 29115, for $1.25 each. They are giant size, have several pictures in color, with lists of all the Saints' Days, weather, and other information.

In 1,000 Spanish Idioms (1972 revised edition), the idiomatic expressions are arranged according to frequency of occurrence in the spoken language. Each idiom is defined and accompanied by a usage example; many are illustrated with an appropriate cartoon. Publication by I. Dale Miller, Brigham Young University, Box 7149, University Station, Provo, UT 84601.

Spanish Newspapers: Spanish language newspapers of the world--26 different newspapers. Every other week for a year, $10.00. Class subscriptions available. Write Internews Company, Box 3138, Aspen, CO 81611.

Spanish Culture Units: Inquire from Eugene Savaiano, Wichita State University, Wichita, KS 67208.

The slide/tape unit "Spanish with a Flourish," by C. Lincoln Canfield, illustrates gestures, postures, and facial expressions that convey meaning to Spanish-speaking people. The other two units, "Life Cycle in Mexico" and "Folk Arts of Mexico," by Geraldine Savaiano and Luz Maria Archundia, include actual objects of realia and folk art along with the audio-visual explanations. See any issue of Hispania for details.

Radio Tapes: The Department of Spanish, Italian, and Portuguese of the University of Illinois has set up a short wave receiving station. The functions of this station are many, including the provision of resource material for classroom use. Presently, there are 381 fifteen to twenty minute taped cassettes of foreign news, lectures, and music. For more information, write to Mr. Ronald Young, 381 Lincoln Hall, University of Illinois, Urbana, IL 61801. (University of Illinois Modern Foreign Language Newsletter, December, 1970)

Addresses of Particular Interest to Teachers of Spanish (Cont.)

The Modern Spanish Teacher, containing practical ideas for teachers of Spanish, is available from Cruzada Spanish Publications, P.O. Box 387 (Ojus Br.), Miami, FL 33163, for $2.00 per year for four issues.

Bibliography of Spanish Materials for Children: K-6, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. This annotated bibliography lists pictorial and printed books for students in kindergarten through grade six. Some of the materials could also be useful in preschool programs.

Spanish Music Center, Inc., Belvedere Hotel, 319 West 48th Street, New York, NY.

Canciones Populares and Canciones Populares de Espana y de Mexico, The Thrift Press, Ithaca, NY.

Editor's Press Service, 551 Fifth Avenue, New York, NY 10017. List of publications is free. They sell Hablemos magazine and numerous paperback reference books.

Perspectives for Teachers of Latin American Culture, issued by the Office of the Superintendent of Public Instruction in Illinois, contains a wealth of material useful to the classroom teacher. Write to Dr. Paul E. Woods, Director, Title III, NDEA, 316 South Second Street, Springfield, IL 62706.

Spanish Film Titles:

"Mexico, Land and People," Encyclopaedia Brittanica Films. (English or Spanish sound), 39 minutes, c/bw.

"Arts and Crafts of Mexico," Encyclopaedia Brittanica Films. (English or Spanish sound), 30 minutes, c/bw.

"El Perico," Sigma Educational Films. (Spanish sound), 11 minutes, c/bw.

"La Pinata," Sigma Educational Films. (Spanish sound), 11 minutes, c/bw.

"El Cumpleanos de Pepita," International Film Bureau. (English or Spanish sound), 16 minutes, c/bw.

"Spanish Countryside," Frith Films. (English or Spanish sound), 16 minutes, c/bw.

"Pronunciation by Accentuation," Bailey Films, bw.

"La Gallinita Roja," Film Associates. (Spanish sound), 16 minutes, c/bw.

"Fray Felipe," Film Associates. (Spanish Sound), 16 minutes, c/bw.

Addresses of Particular Interest to Teachers of Spanish (cont.)

Spanish Film Titles (Cont.)

"Capercuita Roja," Film Associates. (Spanish sound), 16 minutes, c/bw.

"Los Tres Osos," Film Associates. (Spanish sound), 16 minutes, c/bw.

"El Tortillero: A Folk Song in Spanish," Sigma Educational Films. (Spanish sound), 11 minutes, c/bw.

"El Gallito Que Hace Salir El Sol," Coronet Films. (Spanish sound), 10 minutes, bw.

"El Patito Feo," Coronet Films. (Spanish sound), 10 minutes, c/bw.

"Spanish Influence in the United States," Coronet Films. (English sound), 10 minutes, c/bw.

"Spanish Enriches the Curriculum," Bailey Films. (English sound), c/bw.

"La Familia Sanchez," Encyclopaedia Brittanica Films. (Spanish sound), 11 minutes, bw.

"El Angelito," Coronet Films. (Spanish sound), 14 minutes, bw.

"Un Viaje a Mexico," Encyclopaedia Brittanica Films. (Spanish sound), 11 minutes, bw.

Spanish Recordings:

"Canciones para la clase de espanol," Ruth de Cesare. Los Angeles, California. Bowmar Records. One 12" 33 1/3 rpm disc. $4.95. Accompanying book with music and words.

"Cantemos en Espanol," Idyllwild Record Co., Book, Volume I, Volume II. Idyllwild, California, 1961. Spanish and Latin American Folk Songs. 33 1/3 rpm. Teacher's books, music and words. Disc. $3.95 each, teacher's books additional.

"Children's Songs from Spain," Karen James and Isabelita Alonso, Folkways Records and Service Corporation, 121 West 47th Street, New York 36. 33 1/3 rpm. Text $5.95.

"Canciones de Espana," Germaine Montero, Vanguard Recording Society, Inc., New York. 33 1/3 rpm. Folk Songs of Spain. Text $5.95.

"Mexico, Its Sounds and People," Documentary. 33 1/3 rpm. Wible Language Institute, 24 South 8th Street, Allentown, PA. Church bells, carols, children playing, music, bull ring, street noises, Christmas. $3.95.

Addresses of Particular Interest to Teachers of Spanish (Cont.)

Spanish Recordings (Cont.):

"On Location - Spain," Decca Records. Goldsmith's Music Shop, Inc., 401 West 42nd Street, New York. Markets, gypsy dancers, flamenco, group singing, guitars, church bells. $4.95.

"Spanish Fun, Gems of Wit and Wisdom in Spanish," SMC Pro-Arte, Spanish Music Center, Inc., New York 36. Proverbs, rounds, tongue twisters, riddles, anecdotes, songs. Text $4.95.

"Cantemos Ninos," Idyllwild, California, Idyllwild Record Co., 33 1/3 rpm. $5.95, Songbook, $1.50. Music, with words in Spanish and English.

"Let's Sing Songs in Spanish," Ottenheimer Publishers, Inc., Baltimore 15, Maryland. 33 1/3 rpm. $5.95. Eight songs with instructions for learning. Text.

"Speaking Spanish While Singing," Mercedes Navarro Cameron, SMC Pro-Arte, Spanish Music Center, Inc., New York 36.

"Vamos a Cantar," Folkways Records. Folkways Records and Service Corporation, 121 West 47th Street, New York 36. Text $5.95.

"Paso a Paso, Poetry and Prose for Children," Folkways Records, Folkways Records and Service Corporation, 121 West 47th Street, New York 36. Text $5.95.

Addresses of Interest to Teachers of Latin

Guidelines for Three Levels of Competence in Latin. The contents of this publication are based on the deliberations and recommendations of a committee appointed by the Illinois Classical Conference to define the meaning of "level" and provide general guidelines for Latin I, II and III. Write to Dr. Paul E. Woods, Director, Title III NDEA, 316 South Second Street, Springfield, IL 62706.

The Classical World for January, 1973, contains two materials lists of interest to teachers of Latin. One is entitled "Textbooks in Greek and Latin, 1973 List"; the other is "Sixteenth Annual Survey of Audiovisual Materials." For those who are not subscribers, the issue is available for 90 cents prepaid by writing to Evelyn H. Clift, Secretary-treasurer, CAAS, University of Delaware, Newark, DE 19711.

Watch Your Vocabulary Grow! Scott, Foresman & Co., 433 East Eries Street, Chicago, IL (Free)

Posters of Italy: Italian State Tourist Office, 626 Fifth Avenue, New York, NY 10020 (Free).

Addresses of Interest to Teachers of Latin (Cont.)

A Selective Bibliography on the Teaching of Latin and Greek, 1920-1969. This bibliography by May A. Norton contains nearly 2,000 entries which have been divided into sections according to language and level. These include practical equipment for classroom use (magazines, plays, tests, games) and reference works for teachers (studies on the classical world), as well as bibliographies of textbooks, readers, and audiovisual materials. It reflects the important advances made in the field since the Classical investigation of the 1920's, with new light shed on the use of linguistics in particular. This publication may be obtained from MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, NY 10011. Cost is $1.50 plus 50¢ if order is under $5.00.

Addresses of Interest to Teachers of Russian

The Russian Studies Center for Secondary Schools, The Andrew Melon Library, The Choate School, Wallingford, Connecticut (Bibliography of materials in Russian - $.25.)

Outside Russia, St. Serfius High School, Park Avenue, New York, NY (Written in English and Russian).

Russia in Song ($2.50), Anna Lavaska, Ed., University of Washington Press, Seattle, WA 98105.

News Bulletin, The Russian Studies Center for Secondary Schools, The Andrew Melon Library, The Choate School, Wallingford, CT 06492.

Addresses of General Interest

Dic Mihi Latine! Via Latina, 153 Jefferson Street, Tiffin, OH 44883. Subject matter and vocabularies for lessons in composition or speaking. $.50.

French and European Publications, Inc., 610 Fifth Avenue, New York, NY 10020 (Write for Catalog).

Informative Classroom Pictures on Mexico, Fideler Co., Grand Rapids, Michigan

Spanish Language Publications Service, Vernon C. Hammond, 211 South Main, McAllen, TX 78501.

Latin Graphic Chart #6140, Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio. $1.00.

Latin Study Aids, YES Books, P.O. Box 592, Stanford, CT 06094. $.49.

Addresses of General Interest (Cont.)

Life in Europe Library, The Fideler Co., 31 Ottawa Avenue, N.W., Grand Rapids, Michigan. Excellent texts, illustrations, charts - suitable for elementary and junior high.

A Latin Word List, K. C. Masterman, MacMillan & Co., Ltd., St. Martin's Press, Inc., New York, NY.

A. J. Nystrom & Co., 3333 Elston Avenue, Chicago, IL 60618. Maps, globes, with English and foreign text.

Word Mastery for Students of Latin, Joseph M. Pax, Scott, Foresman & Co., Chicago, Illinois.

Quomodo Dicitur? Via Latina, 153 Jefferson Street, Tiffin, OH 44883. (Conversational and classroom expressions in Latin by Sister M. Emmanuel)

Successful Bulletin Boards, The Instructor Handbook, F. A. Owens Publishing Co., Dansville, NY 14437.

Via Latina, Via Latina, 153 Jefferson Street, Tiffin, OH 44883. English and Latin parallel page arrangement. Teacher's Manual for Dic Mihi Latine! $.75.

Foreign Language Tape Recordings of dialogues, comedies, and stories for different levels of comprehension are available from National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076. Write for catalog.

Foreign Language Magazines with companion records are available from American Education Publications, Education Center, Columbus, OH 43216. Write for prices and descriptions.

TV commercials of U. S. and Swiss international companies are available for unusual stimulation in the foreign language classroom in German, French, and Spanish. These films may be obtained from the American-Swiss Association, Inc., 60 East 42nd Street, New York, NY 10017. Memberships cost $2 a year and each film costs $2.50 for members and $4.00 for non-members.

The Northeast Conference on the Teaching of Foreign Languages has recently compiled a collection of readings entitled The Case for Foreign-Language Study. This booklet consists of several of the more convincing essays, articles, and comments of the rationale for studying foreign language. The authors represent both secondary and higher education. The publication is available through the MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, NY 10011, at $1.75 per copy. The center offers a 10% discount on orders of 20 or more copies sent to a single address.

National Foreign Language Week Posters, Professor James Fonesca, California Lutheran College, Thousand Oaks, CA 01360.

Addresses of General Interest (Cont.)

Accent on ACTFL. This is a new quarterly FL bulletin sent to all members of ACTFL in the months when the FL Annals is not published. Though available by subscription at $2.50, Accent is included in the $6.00 annual ACTFL dues, another service to ACTFL members. Emphasis of the new bulletin is on practical ideas and hints from classroom teachers for classroom teachers--people just like you. If you have tried something different--a project, an entire program, or just a teaching hint or technique, here's a good way to let others know about it. You may be reluctant to submit a formal article to a national journal--Accent is interested in informal write-ups. The current interest is in materials and techniques for teaching culture, but other items are most welcome. Contact C. Edward Scebold, Accent on ACTFL, 62 Fifth Avenue, New York, NY 10011.

Individualization of Foreign Language Learning in America. Co-editors of this publication are John F. Bockman, coordinator of foreign language instruction for District No. 1, Tucson, Arizona, and Ronald L. Gougher, associate professor of German, West Chester (Pennsylvania) State College. The newsletter is viewed by the editors as a non-doctrinaire and grass-roots movement, and they are soliciting letters, reports, and inquiries from teachers of all languages who are interested in contributing to the store of knowledge about pluralistic and individualized programs of foreign language learning. Copies of the newsletter may be obtained either from Mr. Bockman, Education Center, P.O. Box 4040, Tucson, AZ 85717 or Mr. Gougher, Foreign Language Department, West Chester State College, West Chester, PA 19380.

"The Insult Dictionary" and "The Lover's International Dictionary." Items are printed in five languages and the cost runs about $2.50. Visit your book store or write to Price/Stern/Sloan Publishers, Inc., 410 North LaCienega Boulevard, Los Angeles, CA 90048.

Amsco School Publications, Inc., 45 East 17th Street, New York, NY.

The Materials Center, 62 Fifth Avenue, New York, NY 10011.

"Choosing Free Materials for Use in the Schools," American Association of School Administrators, NEA, Washington, D. C. $.50.

Free and Inexpensive Learning Materials, George Peabody College of Teachers, Division of Surveys and Field Services, 1963, Nashville, TN $1.50.

Pictures, Pamphlets, and Packets for Air-Space Age Education, National Aviation Education Council, 1959, Washington, D. C.

"Sources of Free and Inexpensive Pictures for the Classroom," by Bruce Miller, Box 369, Riverside, CA.

Addresses of General Interest (Cont.)

"Better Bulletin Board Displays" and "Educational Displays and Exhibits," Visual Instruction Bureau, Division of Extension, University of Texas, Austin, TX.

Laugh and Learn. A new magazine of jokes and humorous anecdotes is available from Dr. Reinhold Aman, 3275 N. Marietta Ave., Milwaukee, WI 53211. A German Edition and a combined French and Spanish Edition will be published twice a semester. Laugh and Learn can be ordered (in minimum quantities of ten copies) from Dr. Aman, who will bill subscribers. (Accent on ACTFL, September, 1971)

Publications Distribution Unit, U. S. Office of Education, Washington, D. C. ("Selection and Organization of Library Materials for Modern Language Programs," OE-15019 - Free).

Idioma, Max Hueber Verlag, 8 Munchen 13, Amalienstrasse 77/79, West Germany (International magazine in English, French, German, Italian, Spanish, and Russian).

National Tape Repository, University of Colorado, Bureau of AV Instruction, Boulder, CO.

Quinto Lingo (Monthly $5.00), 33 East Minor Street, Emmaus, PA 18049. (Readings in English, French, German, Italian, Russian, and Spanish)

Student Ambassadors, P.O. Box 5192, Seven Oaks Station, Detroit, MI 48235. (High School and College Students, Teachers)

Newsletters (Free): Classroom Clipper, Educational Department, Pan American Airways, Pan American Building, New York, NY 10017; Foreign Language Forum Holt, Rinehart & Winston, 383 Madison Avenue, New York, NY (For users of Holt Programs); Foreign Language Newsletter, Chilton Books, 401 Walnut Street, Philadelphia, PA.

Airlines:

Aerolineas Argentinas, 9 Rockefeller Plaza, New York, NY.
Aeronaves de Mexico, 13 West 50th Street, New York, NY.
Aerolineas Peruanas, 500 Fifth Avenue, New York, NY.
Aerovias Panama, 10 East 52nd Street, New York, NY.
Air Canada, 680 Fifth Avenue, New York, NY.
Air France, JFK International Airport, New York, NY.
Alitalia, 666 Fifth Avenue, New York, NY.
American Airlines, 633 3rd Avenue, New York, NY.
APA Airlines (to S.A.), 10 East 52nd Street, New York, NY.
ASA International Airlines (to S.A.), 220 Broadway, New York, NY.
Avianca (to S.A.), 6 West 49th Street, New York, NY.

Addresses of General Interest (Cont.)

Airlines (Cont.):

Braniff International (to S.A.), Braniff Building, Dallas, TX.
British European Airways, 529 Fifth Avenue, New York, NY.
British Overseas Airways Corporation, 530 Fifth Avenue, New York, NY.
Canadian Pacific Airlines, 581 Fifth Avenue, New York, NY.
Capital International Airways, 535 Fifth Avenue, New York, NY.
Eastern Airlines, 10 Rockefeller Plaza, New York, NY.
El Al Israel Airlines, 850 3rd Avenue, New York, NY.
Guest Aerovias Mexico, 60 East 42nd Street, New York, NY.
Iberia Airlines of Spain, 518 Fifth Avenue, New York, NY.
Icelandic Airlines, 610 Fifth Avenue, New York, NY.
KLM Royal Dutch Airlines, 609 Fifth Avenue, New York, NY.
LACSA (National Flag Carrier of Costa Rica), 10 East 52nd Street, New York,NY.
LAN-CHILE Airlines, 500 Fifth Avenue, New York, NY.
LANICA Airlines (Nicaragua), 2 East 54th Street, New York, NY.
Lufthansa German Airlines, 410 Park Avenue, New York, NY.
Panama Airways, 60 East 42nd Street, New York, NY.
Sabena Belgian World Airways, 589 Fifth Avenue, New York, NY.
Scandinavian Airlines System, 138-02 Queens Boulevard, Jamaica, NY.
Swiss Air Lines, 10 West 49th Street, New York, NY.
TAN Airlines (to S.A.), 500 Fifth Avenue, New York, NY.
Trans World Airlines, 630 Fifth Avenue, New York, NY.
United Airlines, 277 Park Avenue, New York, NY.
Varig Airlines (to S.A.), 634 Fifth Avenue, New York, NY.
VIASA (Venezuelan International Airways), 18 East 48th Street, New York, NY.

Films, Filmstrips, Slides, Discs, and Tapes:
(Write for catalogs)

Bailey Films, Inc., 6509 DeLongpre Avenue, Hollywood, CA 90028.
Bowmar Records, Inc., 622 Rodier Drive, Glendale, CA 91201.
Children's Music Center, 5373 West Pico Boulevard, Los Angeles, CA 90019.
Coronet Films, Coronet Building, 65 East South Water Street, Chicago, IL 60601
Deutschlandspiegel, German Consulate, 1102 Grand Avenue, Kansas City, MO 64190
Educational Audiovisual, Inc., 29 Marble Avenue, Pleasantville, NY 10570. (Latin, French, German, and Spanish)
Encyclopaedia Brittanica Films, Deseret Book Co., Salt Lake City, UT.
Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, NY 11435.
Film Associates of California, 11559 Santa Monica Boulevard, Los Angeles, CA 90025.
Folkways/Scholastic Records, 50 West 44th Street, New York, NY 10036.
Goldsmith's Music Shop, Inc., Language Department, 401 West 42nd Street, New York, NY 10036.
Idylwild Record Company, Idylwild, CA.
International Film Bureau, Inc., 332 S. Michigan Avenue, Chicago, IL 60604.

Films, Filmstrips, Slides, Discs, and Tapes (Cont.):

Lorraine Music Co., P.O. Box 4131, Long Island City, NY 11104.

Sigma Educational Films, P.O. Box 1235, Studio City, CA 91604.

Frith Films, Box 8467, 1275 Lincoln Avenue, San Jose, CA 95125.

"Gateway to Russian," Frederick D. Eddy, Ottenheimer Publications, Baltimore, MD.

Western Cinema Guild, 244 Kearney Street, San Francisco, CA 94108.

Tourist Literature:

All the Best in South America, Sydney A. Clark. New York: Dodd, Mead & Co., 1966. Separate volumes: East Coast, 264 pp.; West Coast, 271 pp.

Fielding's Guide to Europe, Temple H. Fielding. New York: Fielding Publications, Inc., Revised annually.

Fodor's Guide To Europe, Eugene Fodor, ed. New York: David McKay Co., Inc., Revised annually.

Fodor's Guide to South America, Eugene Fodor, ed. New York: David McKay Co., Inc., Revised annually.

Europe on $5.00 a Day, Arthur Frommer. New York: Arthur Frommer, Inc., Revised annually.

South America on $5.00 a Day, Arnold and Harriet Greenberg. New York: Arthur Frommer, Inc., 1966, 224 pp.

Let's Go: The Student's Guide to Europe, Harvard Student Agencies, Cambridge, Massachusetts: Harvard Student Agencies, Inc., 1965, 257 pp.

Aboard and Abroad: Complete Travel Guide to Europe, Harvey S. Olson. Philadelphia: J. B. Lippincott Co., Revised annually.

New Horizons World Guide, Pan American Airways. New York: Pan American Airways, Revised periodically.

Complete Reference Guide to France, Pan American Airways. New York: Pan American Airways, Revised periodically.

Complete Reference Guide to Spain and Portugal, Pan American Airways. New York: Pan American Airways, Revised periodically.

Addresses of General Interest (Cont.)

Tourist Literature (Cont.):

Pan American Union, Travel Division, 17th Street and Constitution Avenue, N.W., Washington, D. C. Assorted literature on countries of the Pan American Union.

Travel Tips for France, *Travel Tips for Germany*, *Travel Tips for Italy*, *Travel Tips for Spain* (all separate titles), Trans World Airlines. New York: Trans World Airlines. Revised periodically.

A Pocket Guide to France, *A Pocket Guide to Italy*, *A Pocket Guide to Spain*, (separate titles), U. S. Department of Defense. Washington, D. C.: U. S. Government Printing Office.

Mexico on $5.00 a Day, John Wilcock. New York: Arthur Frommer, Inc., Revised annually.

Visual Materials:

Writing the public relations department of any large firm usually yields large, colorful pictures of their products which are perfect for the visuals recommended. Remember to be quite specific about the type of material you are seeking (e.g., "Oversized, colorful posters illustrating your company's product in use"). Use school letterhead. Some companies you may wish to write are:

Carnation Milk Co., 5045 Wilshire Blvd., Los Angeles, CA 90036. (They also distribute an "information wheel" that gives facts about South American countries.)

Del Monte, 215 Fremont Street, San Francisco, CA 94119.

Sunkist Growers, Inc., Consumer Service Division, Box 2706, Terminal Annex, Los Angeles, CA 90054.

Games and Activities:

300 Word Games for Foreign Language Classes and, *175 Activities for Foreign Language Clubs*, Edwin P. Grobe, J. Weston Walch Co., P.O. Box 658, Portland, ME 04104.

Language Teaching Games and Contests, W. R. Lee, Oxford University Press, Fair Lawn, N.J. ($1.15).

Addresses of Foreign Consulates

Spanish

Spanish Consulate, 5526 Wilshire Boulevard, Los Angeles, CA.

Spanish Speaking Consulates in San Francisco:
- Argentina, Consulate of, 870 Market Street (YU 2-3050)
- Bolivia, Consul General of, 821 Market Street (SU 1-5481)
- Chile, Consulate of, 870 Market Street (YU 2-7662)
- Colombia, Consulate General of, 9 First Street (DO 2-0080)
- Costa Rica, Consulate General of, 785 Market Street (EX 2-8488)
- Dominican Republic, Consul General of, World Trade Center (SU 1-7651)
- Ecuador, Consul General of, 1095 Market Street (UN 1-7516)
- El Salvador, Consulate General of, World Trade Center (SU 1-7924)
- Guatemala, Consulate General of, 9 First Street (SU 1-0018)
- Honduras, Consulate of, 9 First Street (EX 2-0076)
- Mexico, Consulate General of, 870 Market Street (EX 2-5554)
- Nicaragua, Consulate General of, 9 First Street (DO 2-1145)
- Paraguay, Consulate of, 870 Market Street (YU 2-9424)
- Peruvian, Consulate General, 785 Market Street (DO 2-5185)
- Philippines, Consulate General of, World Trade Center (YU 2-3271)
- Spain, Consulate General of, 690 Market Street (GA 1-6021)
- Uruguay, Consulate General of, 607 Market Street (YU 6-3895)
- Venezuela, Consulate General of, 821 Market Street (GA 1-5172)

Consulate General of Mexico, 12 South 12th Street, Philadelphia, PA 19107.
(215) 922-4262.

Consulate General of Mexico, 8 East 41st Street, New York, NY (212) 689-0456.

Consulate General of Spain, 150 East 58th Street, New York, NY 10022.
(212) EL5-4080.

Cultural Relations Office (Spain), 1629 Columbia Road, N.W., Washington,
D. C. (202) 462-8736.

Consulate General of Guatemala, 42 South 15th Street, Philadelphia, PA.
(215) LO3-3100.

Consulate General of Honduras, 262 Meehan Avenue, Philadelphia, PA 19119.
(215) GE8-1321.

Consulate General of Honduras, 290 Madison Avenue, New York, NY (212) 889-3858.

Consulate General of Costa Rica, 211 East 43rd Street, New York, NY.
(212) TN7-3922.

Consulate General of Ecuador, 326 Bourse Building, Philadelphia, PA 19106.
(215) 923-4585.

Addresses of Foreign Consulates (Cont.)

Spanish (Cont.)

Consulate General of Ecuador, 1270 Avenue of the Americas, New York, NY 10020 (212) 245-5380.

Consulate General of Nicaragua, 1270 Avenue of the Americas, New York, NY 10020 (212) CI7-1020.

Consulate General of Panama, 1270 Avenue of the Americas, New York, NY 10020 (212) 246-3773.

Consulate General of Paraguay, 1 World Trade Center, New York, NY (212) 432-0733.

Consulate General of Peru, 10 Rockefeller Plaza, New York, NY (212) 265-2480.

Puerto Rican Research & Resources Center, 1519 Connecticut Avenue, N.W., Washington, D. C. 20008 (202) 667-7940.

Consulate General of Uruguay, 17 Battery Place, New York, NY (212) WH4-0638.

Consulate General of Venezuela, 600 Fifth Avenue, New York, NY 10020 (212) 757-7750.

Consulate General of Venezuela, 3 Penn Center Plaza, Philadelphia, PA (215) LO8-0585.

Consulate General of the Dominican Republic, 1270 Avenue of the Americas, Room 300, New York, NY 10020 (212) [illegible]5-0630 or 582-6528.

Consulate General of El Salvador, 211 East 43rd Street, Suite 1205, New York, NY 10017 (212) TN7-0065.

Consulate General of Guatemala, 1270 Avenue of the Americas, Rockefeller Center, New York, NY 10020 (212) CI6-5877.

Consulate General of Colombia, 1015 Chestnut Street, Philadelphia, PA (215) WA2-1927.

Consulate General of Colombia, 10 East 46th Street, New York, NY 10017 (212) 661-4680.

Consulate General of Argentina, 204 Keyser Building, Redwood & Calvert Streets, Baltimore, MD 21202.

General Consulate of Bolivia, 10 Rockefeller Plaza, Room 616, New York, NY (212) 586-1607.

Consulate General of Chile, 809 UN Plaza, New York, NY 10017 (212) 682-9120.

Addresses of Foreign Consulates (Cont.)

French

French Consul General, 934 Fifth Avenue, New York, NY 10021 (212) LE5-0100.

Canadian Consulate, Suite 1310, 3 Parkway Building, Philadelphia, PA 19102
(215) 561-1750.

Canadian Consulate, 680 Fifth Avenue, New York, NY 10020 (212) 586-2400.

Consulate General of Belgium, 50 Rockefeller Plaza, New York, NY 10020
(212) 586-5110.

Consulate General of Switzerland, 444 Madison Avenue, New York, NY 10022
(212) 758-2560.

German

Consulate General of the Federal Republic of Germany, 2623 PSFS Building,
12 South 12th Street, Philadelphia, PA 19107 (215) 922-7415.

Consulate, 460 Park Avenue, New York, NY 10022 (212) 688-3523.

Consulate, 1444 Illuminating Building, 55 Public Square, Cleveland, OH 44113
(216) 781-7303-4-5-6.

Consulate General of Luxembourg, 200 East 42nd Street, New York, NY 10017
(212) MU7-3166.

Consulate General of Switzerland, 444 Madison Avenue, New York, NY 10022
(212) 758-2560.

Austrian Cultural Affairs Office, 11 East 52nd Street, New York, NY
(212) PL9-5165.

Russian

Office of Cultural Public Exchange, 1706 18th Street, N.W., Washington, D.C.
20036 (202) 387-2084.

Italian

Consulate General of Italy, 2128 Locust Street, Philadelphia, PA 19103
(215) 732-7436.

Consulate General of Italy, 690 Park Avenue, New York, NY (212) RE7-9100.

Consulate General of Switzerland, 444 Madison Avenue, New York, NY 10022
(212) 758-2560.

Italian Cultural Institute, 686 Park Avenue, New York, NY 10021.

Addresses of Foreign Consulates (Cont.)

Italian (Cont.)

Italian Culture Council, Elvira Adorno, Coordinator, 1 Washington Square Village, New York, NY 10012.

Italian Government Travel Office, 626 Fifth Avenue, New York, NY 10020.

Portuguese

Consulate General of Portugal, 148 Bourse Building, Philadelphia, PA 19106 (215) 925-3222.

Consulate General of Portugal, 630 Fifth Avenue, New York, NY 10020 (212) 246-4580.

Consulate General of Brazil, 551 Fifth Avenue, Room 210, New York, NY 10017 (202) 757-3080.

Addresses Regarding Foreign Employment, Travel, and Study

Overseas Employment:

Whole World Handbook (1972). Council on International Educational Exchange. Discusses aspects of short- and long-term employment and trainee programs abroad, including work camps and voluntary service projects. Job opportunities in individual countries and national employment regulations, as regarding work permits, are listed as well.

Working Abroad (Annual Fact Sheet). Council on International Educational Exchange.

Federal Jobs Overseas. (CS 1.48: BRE 18/2). 1970. 10¢ Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20420.

Invest Yourself. Annual. 1972. $1.00. Available from Commission on Voluntary Service and Action, 475 Riverside Drive, Room 665, New York, NY 10027. Describes voluntary service projects and individual service opportunities both in the United States and overseas.

Employment Abroad--Facts and Fallacies. 1971. $1.00. Available from Foreign Commerce, Foreign Policy Department, Chamber of Commerce of the United States, 1615 H. Street, N.W., Washington, D.C. 20006. Provides helpful discussion of certain aspects of overseas employment and contains useful reference sources.

Overseas Employment (Cont.):

"Careers in World Affairs," Intercom. Vol. 12, No. 2, 1970. $1.50. Available from Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003. Discusses opportunities for teaching and other employment abroad.

Teaching Opportunities, Supt. of Documents, Washington, D. C. 20402 (Free).

Teacher Exchange Opportunities, Office of Education, U. S. Dept. of Health, Education, and Welfare, Washington, D. C. (Free).

Educational Cultural Exchange Opportunities, U. S. Department of State, Publications 7543, U. S. Government Printing Office, Washington, D. C. 20402.

Work, Study, Travel Abroad $2.00, Student Travel $1.95, United States National Student Association, Educational Travel, Inc., 265 Madison Avenue, New York NY 10016.

Guide to Employment Abroad, Hill International Publications, P.O. Box 79, East Islip, NY $1.00.

American Chambers of Commerce Abroad, U. S. Chamber of Commerce, Washington, D. C. 25¢.

Sources of Information on American Firms, U. S. Department of Commerce, Washington, D. C. 15¢.

Schools Abroad, 2nd ed. 1967. $5.95. Available from Porter Sargent, Publisher, 11 Beacon Street, Boston, MA 02108. Lists international elementary and secondary schools abroad of interest to Americans. The schools listed usually follow the American and/or British system of instruction and use English as at least one of the languages of instruction.

Overseas Opportunities for American Educators. Lorraine Mathies and William G. Thomas. 1971. $12.95. Available from CCM Information Corporation, 909 Third Avenue, New York, NY 10022. Lists elementary and secondary schools abroad which serve English-speaking students. Grade range and approximate enrollment of each school is provided.

Overseas Schools for Dependents of Military and Civilian Personnel. Overall direction of these schools, including the recruitment and placement of teaching personnel, is the responsibility of the Department of Defense. For information write to the Director for Dependents' Education, ASE (M&RA)/ DASD (E), Room 1A658, Pentagon, Washington, D.C. 20301.

Addresses Regarding Foreign Employment, Travel, and Study (Cont.)

Overseas Employment (Cont.):

For information about other American-sponsored or supported schools abroad or about schools serving international communities, write to the International Schools Services, 126 Alexander Street, Princeton, NY 08540.

The National Education Association Overseas Teacher Corps Program. The National Education Association Overseas Teacher Corps Program, conducted by the NEA Committee on International Relations, in cooperation with the U. S. Agency for International Development, sends skilled and experienced educators as volunteers to live and work with educators of developing countries. For information, write to the Committee on International Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036.

Careers in Foreign Languages, Foreign Languages and Your Career. Available free of charge from any regional office of the Bureau of Labor Statistics, U. S. Department of Labor.

Careers with Foreign Languages, Angelo Cohn. 1963. $4.50. Available from Henry Z. Walck, Inc., 19 Union Square West, New York, NY 10003.

World Wide Careers in Languages. Annual. 1972. Free. Available from Latin American Institute, 292 Madison Avenue, New York, NY 10017.

A Career in the Foreign Service (Department and Foreign Service Series 132, Publication 7924). 1969. 50¢. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Your Future in International Service, Robert Calvert. 1969. $3.99. Available from Richards Rosen Press, Inc., 29 East 21st Street, New York, NY 10010.

Handbook of Foreign Language Occupations, June L. Sherif. 1966. $1.75. Available from Regents Publishing Company, Division of Simon and Schuster, Inc., 200 Park Avenue South, New York, NY 10003. This book might be very useful for both the language teacher and the counselor who try to answer the recurring question, "But what can I do with a foreign language?"

Opportunities Under the Fulbright-Hays Act: Teaching opportunities in foreign elementary and secondary schools, including teaching of English as a foreign language. Opportunities available to elementary and secondary school teachers and college instructors and assistant professors. (Associate and full professors are not eligible.) An applicant must have at least a bachelor's degree, be a United States citizen, and have 3 years of successful full-time teaching experience, preferably in the subject field and level for which application is made. Arrangements exist for the direct exchange of a foreign teacher from abroad with a teacher from the United States or a one-way placement of an American teacher overseas. Further information and application materials may be obtained from Teacher Exchange Section, Division of International Exchange and Training, Institute of International Studies, Office of Education, Washington, D. C. 20202. Applications accepted between September 1 and November 1.

Addresses Regarding Foreign Employment, Travel, and Study (Cont.)

Overseas Employment (Cont.):

Peace Corps, Office of Volunteer Placement, 1717 H Street, N. W., Washington, D. C. 20525. Information about positions as a Peace Corps volunteer in elementary, secondary, normal, and vocational schools and universities overseas.

National Center for Information on Careers in Education, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009. Research and resource center for individuals and groups interested in careers in education or in recruiting within an educational program.

Organization and Officers of Interest for Higher Education Teaching:
The Dean, University College, University of Maryland, College Park, MD 20742.

Overseas Personnel Recruitment Service, 475 Riverside Drive, Suite 417, New York, NY 10027.

Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court, London W1P ODT, England.

Director of Education, Department of Education, Pago Pago, American Samoa 96920.

Superintendent of Schools, Panama Canal Company, Balboa Heights, Canal Zone.

Director of Education, Trust Territory of the Pacific Islands, Truk, Caroline Islands 96942.

Associate Superintendent, Personnel, Department of Education, Agana, Guam 96910.

Personnel Officer, Governor of the Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950.

Superintendent, Antilles Consolidated Schools, Fort Buchanan, Puerto Rico 00934.

Superintendent, Ramey Air Force Base Schools, Puerto Rico, APO New York NY 09845.

Secretary of Education, Department of Education, Hato Rey, Puerto Rico 00900.

Commissioner of Education, Department of Education, Charlotte Amalie, St. Thomas, Virgin Islands 00802.

Addresses Regarding Foreign Employment, Travel, and Study (Cont.)

Overseas Employment (Cont.):

World Study and Travel for Teachers, Richard J. Brett in cooperation with American Federation of Teachers, AFL-CIO. $1.75. Available from American Federation of Teachers, Order Dept., 1012 14th Street, N.W., Washington, D. C. 20005.

Overseas Opportunities for American Educators, Lorraine Mathies and William G. Thomas. 1971. $12. 95. Available from CCM Information Corporation, 909 Third Avenue, New York, NY 10022.

Teaching Opportunities in Latin America for U. S. Citizens. Free. Available from Department of Educational Affairs, Organization of American States, 17th and Constitution Avenue, N.W., Washington, D. C. 20006.

The following organizations will provide information about opportunities abroad for teachers of English as a second language:

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036.

Teaching English to Speakers of Other Languages (TESOL), Dr. James E. Alatis, School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007.

National Council of Teachers of English, 508 South Sixth Street, Champaign, IL 61820.

Foreign Study and Travel:

At the elementary and secondary level there are no U. S. Government-sponsored international student exchange programs. The private organizations listed here, however, do conduct summer, semester, academic, and 1-year exchange programs for high school students.

American Field Service, 313 East 43rd Street, New York, NY 10017. AFS sponsors a school and a summer program in Africa, Asia, Europe, Latin America, and Oceania, whereby U. S. high school students attend local secondary schools overseas while living with local families. Students sponsored by an AFS-affiliated agency or attending AFS-affiliated high schools are eligible to attend. Applications for academic programs are due in November.

Experiment in International Living, Putney, VT 05346. In addition to high school summer programs in 39 countries, the Experiment sponsors the New Dimensions Program which offers a semester of living and study overseas. The program is open to high school sophomores, juniors, and seniors.

Foreign Study and Travel (Cont.):

Also available to seniors and high school graduates is the two-semester New Dimensions-Sterling School Year Program. The application deadline for the winter/spring program is November 1; for the fall program and for the New Dimensions-Sterling School Year Program, the deadline is May 15.

International Christian Youth Exchange, 777 United Nations Plaza, New York, NY 10017. A 1-year overseas living experience is offered in Europe, Asia, Africa, and Latin America. The program is open to youths between the ages of 16 and 18 who have a "sponsoring committee." Priority is given to students whose committees also receive overseas exchanges. Applications are due by December 15; departure in August.

Youth for Understanding, 2015 Washentaw Avenue, Ann Arbor, MI 48104. A 1-year exchange program is offered in countries of Europe and South America. The program is open to graduating seniors with above-average grades. Various summer travel (nonacademic) programs are also offered in Europe, South America, Africa, Mexico, Japan, and the Philippines. Students just completing their junior year are preferred, but there is also limited space for seniors and sophomores.

The following student travel bureaus, all members of the International Student Travel Conference, maintain offices in the United States and perform several of the services offered by CIEE, including issuance of the International Student (Scholar) Identity Card:

European Student Travel Center--Student Overseas Flights for Americans (SOFA), 136 E. 57th Street, New York, NY 10022.

British Universities Student Travel Association, American Student Travel Center, 80 Fifth Avenue, Suite 1206B, New York, NY 10011.

German Student Travel Service, Times Square Motor Hotel, 8th Avenue at 43rd Street, New York, NY 10014.

Office du Tourisme Universitaire (French), 972 Fifth Avenue, New York, NY 10021.

Tourisme des Etudiants et de la Jeunesse (Belgian), 291 Broadway, New York, NY 10007.

Note: At the present time there is no agency in the Federal Government which can accord official recognition of overseas study/travel programs; and there is no listing of recommended or nonrecommended programs. The Institute of International Education and the Council on International Educational Exchange, however, cooperate in maintaining current data

Foreign Study and Travel (Cont.):

concerning the activities of many organizations involved in the field of international study and student travel. Before entering into any arrangements with an organization whose practices you question, you may wish to contact IIE or CIEE for information concerning the organization under consideration, taking care to include the organization's name and address.

Guidelines for evaluating the practices of organizations sponsoring overseas study programs are provided in the following publications:

Study Abroad: Suggestions for Selecting Study-Travel Tours for Secondary School Students (HE 5.214:14153). 1971. 15¢. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

A Word of Caution. Free. Available from Director, Public Information and Reports Staff, Bureau of Educational and Cultural Affairs, Department of State, Washington, D. C. 20520.

Youth Travel Abroad, 1972. 20¢. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Criteria for Evaluating Foreign Study Programs for High School Students. 10¢. Available from American Council on the Teaching of Foreign Languages, 62 Fifth Avenue, New York, NY 10011.

The Institute of International Studies (IIS) of the U. S. Office of Education administers programs designed to expand and improve the international dimensions of American education. Subject to the availability of funds, there are a variety of IIS programs through which financial assistance is available to help improve American education through research, training, and institutional development, primarily in foreign language and area studies. The emphasis in most of these programs is on the non-Western world.

The Institute does not support student exchange programs, regular junior-year-abroad programs, general educational tours for teachers or students, or programs of financial assistance to foreign students. These fall within the missions and objectives of other agencies and organizations.

The National Direct Student Loan Program: Loans for study abroad are available under certain circumstances through title II of the National Defense Education Act (NDEA), as amended by title IV of the Higher Education Act of 1965. Participating institutions administer these loans, which are available to undergraduate and graduate students. At the discretion of the administering institution, NDEA loans may be granted for overseas study, usually in connection with a university-sponsored program. Students interested in NDEA loans should contact the Financial Aid Officer on their university campus.

Foreign Study and Travel (Cont.):

The Guaranteed Student Loan Program: Authorized by the Higher Education Act of 1965, as amended by the International Education Act (IEA) of 1966, the Guaranteed Loan Program provides support for study abroad through loans that are either federally insured or State guaranteed. Loans are made directly by a bank and are applicable for overseas study to "eligible institutions" comparable to acceptable U. S. institutions. Interested students may obtain a list of State Guarantee Agencies from the Bureau of Higher Education, Division of Insured Loans, U. S. Office of Education, Washington, D. C. 20202. Students should consult the State Guarantee Agency for their State regarding the applicability of loans for study at a particular foreign institution.

Bureau of Educational and Cultural Affairs, Department of State, Washington, D. C. 20520. The U. S. Department of State conducts educational and cultural exchanges to foster cooperation and understanding between the United States and other countries with the mutual consent of the governments concerned. Not only are opportunities offered U. S. citizens to study, teach, lecture, and conduct research abroad, but groups in the fields of music, dance, and sports also travel overseas each year. This international exchange is authorized by the Fullbright-Hays Act (Mutual Educational and Cultural Exchange Act of 1961) and is administered by the Bureau.

Institute of International Education (IIE), 809 United Nations Plaza, New York, NY 10017. A private, nonprofit organization, the Institute of International Education administers educational exchange programs sponsored by U. S. and foreign Governments, private organizations, and individuals. It helps select candidates for certain U. S. Government grants and for summer study programs at British universities. Information services are also provided concerning:

1. Education systems of other countries and opportunities for study in those countries; i.e., "Study Profiles."
2. Undergraduate and graduate programs abroad sponsored by U. S. colleges and universities.
3. Summer study programs sponsored by foreign institutuions.
4. Independent study abroad.
5. Financial assistance for study abroad.
6. Opportunities for teaching and other employment overseas.

Note: IIE performs similar services for citizens of other countries who wish to study in the United States.

Council on International Educational Exchange (CIEE), 777 United Nations Plaza, New York, NY 10017. The Council on International Educational Exchange (CIEE) assists in planning and operating educational exchange

Addresses Regarding Foreign Employment, Travel, and Study (Cont.)

Foreign Study and Travel (Cont.):

programs sponsored by the more than 165 North American colleges, universities, secondary schools, and educational and religious groups that are members of the Council by arranging transportation and orientation, completing travel and program arrangements, and providing information and advice on international student travel. CIEE also serves as a clearinghouse for information on worldwide opportunities for study, travel, and work for students and teachers. It assists students in finding unskilled summer jobs in Britain and Australia. The Council also issues the International Student Identity Card for university and college students and the International Scholar Identity Card for high school students. These cards entitle the holder to student reductions at theaters, concert halls, shops, etc., throughout Europe. CIEE assists students in obtaining the Student Railpass for European travel as well.

Council on Student Travel, Inc., 777 United Nations Plaza, New York, NY 10017.

Inter-American Committee on Travel Grants, 021 Lindley Hall, Indiana University, Bloomington, IN 47405.

Harvard Student Agencies, 993 a Massachusetts Avenue, Cambridge, MA 02138.

International Student Travel Center, 866 United Nations Plaza, New York, NY 10017.

NBBS, Netherlands Office for Foreign Student Relations, Pier 40, North River, New York, NY 10014.

Scandinavian Student Travel Service, 500 Fifth Avenue, New York, NY 10036.

American Zionist Youth Foundation, 515 Park Avenue, New York, NY 10022.

Coordination Committee for International Voluntary Work Camps, UNESCO, 6 rue Franklin, Paris XVI, France.

Study Abroad, UNESCO Publications Center, 317 E. 34th Street, New York, NY 10016 $4.00.

Study in Latin America, Pan American Union, Sales and Promotion Division, 17th and Constitution, Washington, D. C. 20006.

International Student Information Service, 133 rue Hotel des Monnares, Brussels, Belguim. (Send $1.00 and request a copy of the magazine which contains all the information.)

Foreign Study and Travel (Cont.)

Academic Year Abroad, 225 E. 46th Street, New York, NY 10017.

Alliance Francaise de New York, 527 Madison Avenue, New York, NY 10022.

American Youth Hostels, Inc., 14 W. Park Avenue, New York, NY 10011.

Eastern Europe Travel Company, 82 Whippingham Road, Brighton, Sussex, England.

Bureau of Educational and Cultural Affairs, Office of Policy and Plans, Department of State, Washington, D. C. 20520. Directory of Frequent Contacts for International Educational, Cultural, Scientific, and Technical Exchange Programs. Free. Lists those agencies and organizations, both government and private, that are concerned with international exchange activities.

Institute of International Education (IIE), 809 United Nations Plaza, New York, NY 10017. Handbook on International Study for U.S. Nationals (5th ed.). 1971. $7.00. Describes the higher education systems of 120 countries and territories, including those universities and specialized institutions recognized within those countries as university-level institutions. Academic-year and summer-study programs sponsored overseas by U.S. colleges and universities are listed, as are awards for study and research in institutions of higher learning abroad. Information about opportunities for study, for training programs, and voluntary service and employment overseas is also provided.

Summer Study Abroad (IIE). $2.00. Describes foreign-study programs sponsored by U.S. colleges and universities and by foreign universities and organizations.

Teaching Abroad (IIE). $2.00. Lists organizations and agencies, government and private, in the United States and abroad, that recruit and place teachers in overseas schools.

Grants for Graduate Study Abroad (IIE). Free. Describes fellowships and scholarships offered by U.S. and foreign governments, private organizations, and individuals.

International Awards in the Arts (IIE). Lists more than 500 awards in 15 fields of art available to U.S. citizens for study abroad and to citizens of other countries for study in the United States. Not available for purchase at this time, but copies may be available in local libraries.
NOTE: Payment to IIE must accompany orders of less than $10.

Council on International Educational Exchange (CIEE), 777 United Nations Plaza, New York, NY 10017. Whole World Handbook: Six Continents on a Student Budget. 1972. $2.95 plus 25¢ postage. Provides answers to questions most frequently asked by students regarding work, travel, and academic-year and summer study overseas in Asia, Africa, Latin America, Canada, Australia, and Europe. Over 700 study and travel programs or U.S. higher education institutions and national organizations are described. Employment and voluntary services available to students in particular geographic areas, are included. Useful advice is also given concerning transportation to and within Africa, Asia, Latin America, Europe, Australia, North Africa, and the Middle and Far East.

Addresses Regarding Foreign Employment, Travel, and Study (Cont.)

Taking Off: CIEE Student Travel Services (CIEE). 1972. Free. Describes low-cost travel services designed to save the student money. Includes order forms for the International Student (and Scholar) Identity Card, and various CIEE publications.

Working Abroad (CIEE). Annual Fact Sheet. Free. Lists employment opportunities and sources of job information in Germany, Finland, Great Britain, Israel, Australia, Ireland, Norway, and France. (For more detailed employment information, see the listing provided in the Whole World Handbook, as above.)

European Student Travel Center, Student Overseas Flights for Americans (SOFA), 136 East 57th Street, New York, NY 10022. The Official Student Guide to Europe. Annual. $1.95. Describes SOFA services, including schedules of student charter flights, student trains, and ships. Also lists summer tours sponsored by national student travel bureaus. Student hostels, restaurants, holiday centers, the SOFA car plan, and the International Student Identity Card are all discussed.

UNIPUB, P.O. Box 433, New York, NY 10016. Study Abroad, 1970-71, 1971-72 (XVIII). $6.00. Lists opportunities for international study and travel sponsored by UNESCO, governments, private organizations, and institutions.

Vacation Study Abroad (XX). UNIPUB. $1.50. Describes short-term study opportunities in various countries throughout the world.